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ABSTRACT

This document highlights the creative curriculum ideas of Santa Barbara County's (California) teachers that have been classroom-tested. IMPACT II is a teacher program that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction, and enables them to share professionally with each other and to serve as teacher leaders. IMPACT II disseminators are teachers who have developed exemplary curriculum ideas and receive grants of $400.00. IMPACT II adapters are teachers who adapt curricula and receive grants of $200.00. Teacher-developed curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) integrated learning; (2) language arts; (3) mathematics/science/computer education/health; (4) self-esteem/classroom management; (5) social science; and (6) bilingual/English as a Second Language/Foreign Language, career awareness, physical education/health, special education, and visual and performing arts. Adaptations of teacher-developed IMPACT II curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) bilingual/English as a second language/foreign language; (2) business; (3) classroom management/communication/self-esteem; (4) computers; (5) health/physical education; (6) integrated learning; (7) language arts; (8) mathematics; (9) science/technology; (10) social science; (11) special education; (12) visual and performing arts; and (13) career education. Included are multiple photographs and figures, as well as contributing teacher and student district indexes. Community partners are also listed. (RLC)

ED 348 435

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IMPACT II

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1985-89

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IMPACT II

Santa Barbara County
Teacher-Developed
Curriculum Ideas

Disseminators • Adapters

1985 - 1989

Cosponsored by

Business/Industry/Community Leaders
of Santa Barbara County

Local School Districts

***WILLIAM J. CIRONE**, Superintendent*

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

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Acknowledgments

This edition of the IMPACT II catalog celebrates the creative curriculum ideas of our county's teachers during the past five years. The 1989 Disseminators' ideas are presented in the first half of the catalog. In the second half, you will find brief summaries of all the earlier ideas as well as descriptions of these ideas' funded adaptations.

This partnership works because:

- Teachers care about sharing ideas with other teachers.
- Local school districts support their teachers in developing and using innovative instruction.
- Business, industry and other community leaders value the work of creative teachers and provide recognition opportunities.

The IMPACT II Advisory Council, representing all these groups, is invaluable as its members evaluate the past, then dream and plan for the future of this program.

Dedicated staff within the Office of the County Superintendent contribute a great deal to the success of this program and have played a vital role in editing, typesetting and doing the layout of the catalog.

A heartfelt thank you to each of you for your unique contributions!

Nancy Emerson, Specialist, Teacher Programs
IMPACT II Coordinator and Catalog Editor

IMPACT II Advisory Council, 1988-89

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A Message from the Superintendent

Five years and counting! This is really an important milestone for IMPACT II, because the program embodies all the important elements of what we try to do every day in public education. And when it succeeds, we all prosper.

The IMPACT II program starts with the true heroes and heroines of the system — the teachers. And it involves the recipients of good teaching at both ends of the spectrum: the students, who are the direct beneficiaries of good teaching, and the businesses, who are the indirect heirs.

As I tour classrooms throughout this county, I am continually impressed by the dedication and enthusiasm displayed every day by our teaching staffs. Great ideas for programs surface everywhere. Yet before IMPACT II, there were few means of sharing those great ideas. And there were virtually no channels for rewarding those who conceived them and those who recognized their merit and decided to adapt them.

This county is fortunate to have a concerned business community that goes beyond mere symbolism in its support of public education. Our business partners fund the grants that make the whole IMPACT II system work. They are committed to helping improve the system, and we are grateful for their generosity and foresight in doing so.

The big winners throughout the process are those on the receiving end of these programs — the students in our classrooms. On their behalf we thank the business community for pitching in, and all the outstanding IMPACT II teachers who have developed or adapted such successful programs. Because this is the fifth year of the program's operation, we are including five years' worth of programs so that the good ideas can continue to circulate and flourish.

Sincere thanks to all involved for your commitment to our nation's future.

Bill Cirone

William J. Cirone
Superintendent of Schools
Santa Barbara County

What is IMPACT II?

IMPACT II is a teacher program that assists educational reform by providing:

- Innovative teacher-developed curriculum ideas
- Teacher-to-teacher network
- Professional development
- Teacher recognition
- Discretionary funds for teachers

As a partner with the Office of the County Superintendent of Schools and local school districts, business funds small grants and recognition events for teachers along with the IMPACT II catalog. This catalog showcases rigorously selected curriculum ideas developed and classroom-tested by teachers throughout Santa Barbara County.

The IMPACT II yearly cycle begins in the spring with the selection of 25-30 exemplary curriculum ideas developed by teachers. These DISSEMINATORS receive grants of $400, are honored at the annual TEACHER RECOGNITION DINNER in May, and have their ideas published in the IMPACT II CATALOG.

Sharing the curriculum ideas begins at the CATALOG PUBLISHING DINNER in early fall, followed by catalog distribution to each of the 2500 educators in the county. Teachers attend ADAPT-AN-IDEA FAIRS and WORKSHOPS in their schools/districts to meet the DISSEMINATORS and learn how to use their curriculum ideas. Teachers can also make arrangements for an INTER-SCHOOL VISIT to observe a DISSEMINATOR using his/her idea.

After personal contact, a teacher can apply for one of fifty, $200 ADAPTER GRANTS to creatively shape one or more ideas to the needs of his/her students. These grants are awarded at the ADAPTER GRANT DINNER in the winter, completing a year of IMPACT II. IMPACT II teachers become permanent members of the network.

Because IMPACT II is part of a national program, our teachers also network with teachers at 28 sites nationwide through a newsletter, contribute to other IMPACT II publications and are eligible to attend the biennial NATIONAL CONVENTION, being held November 1989 in Washington, D.C.

Large and small firms, professional and trade organizations and individual citizens can contribute to teaching enhancement and school reform through IMPACT II by awarding grants, hosting teachers at recognition events and helping to fund the IMPACT II catalog. This way, you can say "thank you" to outstanding teachers in your area of the county for their contributions to our students and, if interested, plan educational activities with your teacher recipient at your firm or the school. Contribution categories include:

Patrons	— $1,000 or more
Donors	— $ 500 - 999
Sponsors	— $ 250 - 499
Contributors	— $ 100 - 249
Friends	— $ 15 - 99
In-Kind Services	— As arranged

More Information?

Contact *Nancy Emerson*, IMPACT II Coordinator, Office of the County Superintendent of Schools, P. O. Box 6307, Santa Barbara, CA 93160-6307. Telephone: (805) 964-4711, Ext. 229.

Integrated Learning

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IMPACT II
1985-89

CATALOG PUBLISHING DINNER
Los Olivos — Art Galleries, Mattei's Tavern

Photos by John Ferenz

Bernard, The Traveling Bear

The Idea

Bernard is a stuffed bear that shares adventures with each child in my first grade class who takes him home. These adventures become the basis for language arts, math, and geography activities for the individual student and the class.

At the beginning of the school year, each child's name is put into a hat. Each Friday during the school year, a drawing determines which child gets to take Bernard home for the weekend, along with a journal that accompanies him on his trip. By the end of the term, Bernard has visited every child in class. During the weekend, the child is to do some special activities with Bernard. Mom or Dad help the child fill out a survey of those activities. The child draws a picture on the opposite page of the journal of an activity he/she enjoyed with Bernard.

Bernard then comes back to school on Monday and the teacher or the student reads his/her journal entry to the class. The child who takes Bernard home can make additional comments to the class about the weekend. We graph the places Bernard has been and plot his travels on a large map. At the end of the year, we estimate the number of miles Bernard has traveled.

The students can hardly wait for their turn to take Bernard home. In some cases, Bernard returns with a costume that tells of an activity in which he has participated, e.g., a fireman's hat or a hospital scrub gown.

State Framework

The Language Arts Framework states that students should be immersed in numerous writing activities. This activity allows the students to create a written product from their own experience to share with the class.

The Math Framework states that children will have experiences in "collecting the information, organizing this information, graphing and estimating." *Bernard, The Traveling Bear* meets all of these criteria.

The Students

This idea was developed and used in first grade with 30 students during 1988-89 and, with some modifications, it could be used in all of the elementary grades.

Materials and Facilities

Materials for this activity are readily available. I made Bernard during the summer. An unlined bound book with a set of questions Xeroxed and pasted on each left-hand side of every page serves as Bernard's journal. A large blank map of California is needed to plot Bernard's travels, as well as a chart to use in graphing "points of interest" in Bernard's travels. Any of these ideas or materials will be gladly shared with teachers.

Outside Resources

This activity can be accomplished by the classroom teacher with no outside help. The librarian can be of assistance in selecting books dealing with bears and their activities.

The Staff

This is my 20th year of teaching. I have taught all primary and intermediate grades with the exception of sixth grade.

Overall Value

The children learn a wealth of information about themselves and others through this activity; and are able to share their ideas, families and activities with their peers in a non-threatening way.

Grades K-3

Mathematics
Language Arts
Geography

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Southern California Gas Company

Brain Game

Grades 9-12

Integrated Learning
Special Education

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Raytheon

The Idea

***Brain Game* uses teams in a game-show setting that enables the students to practice functional skills and to review information. It also enables the teacher to assess the students' knowledge, in a fun, nonthreatening, and interesting manner.** This encourages students to work interdependently, or cooperatively, to find solutions to problems. They also learn how to use available resources, such as dictionaries, maps, schedules, newspapers, and "experts" in the field.

The class is divided evenly into two teams, matched according to varying ability by the teacher. The teacher, or teaching assistant, gives the guidelines for the game show, such as, "Every answer must be a result of team consensus."

In order to keep the students interested, I vary the activities during a 30-minute session, e.g., a visit to Mom's Italian Villa (menu questions), "Reading Advertisements" ("Which costs more — two rolls of toilet paper at $0.98 or one roll at $0.45?"), and MTD bus schedule ("Which bus do you take to get from downtown State Street to San Marcos High School?").

Points are scored for each team's correct answer. A tangible can be used at the end of the game for the winning team, but is not necessary. Two of my students, David Janka and Paul Eriksen, suggested this "game show" technique, based on something they saw on the television program, "Head of the Class."

State Framework

The frameworks support and encourage the use of cooperative learning and ongoing assessment by the teacher. The teaching and review of practical, functional skills that can be applied in community and vocational settings are a major emphasis of the state guidelines for special education programs addressing the needs of students with developmental and learning disabilities.

The Students

This technique has been used with students in both the learning handicapped and severely handicapped classes, grades 9-12, for six years. The idea could be applied easily in all content areas, grades 5-12.

Materials and Facilities

The materials will vary according to the content area being reviewed or evaluated. Teaching materials and instructions are available from Susan.

Outside Resources

The implementation of this technique does not depend on outside resources, as it is a means of reviewing already attained skills. However, the entire community — restaurants, MTD buses, local businesses, News-Press, etc. — is a source for questions.

The Staff

I have been a special educator for over 15 years and a teacher at San Marcos for the last six. The influence of the South Coast Writing Project (I was a Fellow in 1982 and 1987), Mastery Teaching, and workshops on Cooperative Learning have helped me focus more on the process of learning than the product. As a Mentor teacher in 1989, I am publishing a newsletter about mainstreaming issues.

Overall Value

A major difficulty my teenage special education students experience is excessive dependence on teachers or other adults. Learning to depend on their peers and to use their own resources and abilities to derive information is essential if they are to become independent, productive adults. *Brain Game* encourages cooperative thinking and learning, forcing kids to work interdependently, rather than dependently. It is also a means for the teachers to evaluate students' progress through observation, without their having the trauma of having to pass or fail a test.

Branch Out

The Idea

The class selects one familiar, tangible object to study in depth for the year. The ongoing discovery unit begins with known facts and "branches out" through discussion and activities to learn as much as possible about the object.

The students select, through discussion and vote, an object among a group of three or four, such as a ball, a cardboard box, a light bulb, or a book. The object becomes the focus of intensive class research throughout the school year. The lessons are conducted weekly and consist of discussion, activities, and identification of the next lesson's focus. We maintain a class flow chart representing our discoveries. Some avenues of discovery, if a cardboard box is the object, might include:

- containers that were used before cardboard boxes were invented
- when and how cardboard boxes first came into use
- materials from which the boxes are made
- recycling of cardboard
- shapes and sizes of boxes (including perimeter, area, and volume)
- the impact of advertising used on the boxes
- correspondence with factories and various businesses

State Framework

The lessons integrate very well into all subject areas and support the frameworks.

The Students

The idea, developed in 1974-75, is currently being used in a classroom of 27 students in grade 4. Teachers in any grade can adapt this idea easily for use.

Materials and Facilities

Materials are easy to acquire and include the object being researched, comparable objects, typical school-supplied materials, and library and community resources.

The Staff

I developed this idea through a desire to integrate the various subject areas, and guide students and myself in reaching beyond textbooks and prepared lessons. I have taught fourth grade for 15 years. My training includes "Aims," "Effective Communication Skills," "Project Wild," and "Here's Looking at You, 2000."

Overall Value

Students are highly motivated, as one lesson naturally leads to another. The students' various aptitudes and interests are challenged. They tend to remember the facts and skills they have acquired, because they, in essence, help create each lesson through their own interests and discoveries.

Grades 3-5

Integrated Learning

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Business Partner

Exxon Company, U.S.A.

Catch the Global Spirit

Grades 1-8

Social Science
Mathematics
Art
Language Arts
Foreign Language

More Information

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School District

Business Partner

Santa Barbara Research Center

The Idea

***Catch the Global Spirit* is an integrated learning project that enables students to experience traveling around the world in a simulated journey. They develop map and geography skills, and integrate research skills and report writing in a program that they find creative, cohesive, and educational.**

The unit's intent is to strengthen the knowledge and awareness of the diverse cultures around the world while translating the excitement of foreign travel into a classroom experience. By appreciating other cultures and their contributions, students become concerned not only for their community, but for the neighborhoods of the world.

Through an in-depth study of ten selected countries (Japan, Switzerland, Russia, United Kingdom, France, Africa, Australia, China, Germany, and Mexico), students learn geography, history, economics, religions, and foreign language words of the countries studied. They also enjoy their art and cuisine.

The core idea is the passport. Students receive individual passports with their tasks listed in them. Upon successful completion of the tasks, their passports are stamped and they are allowed to depart. Students plan for their trip, pack a suitcase, and take off from our classroom in a simulated flight with stewards, pilots, and an in-flight movie. Trips are mapped and logged. Research is a key part of the trip. Upon successful completion of their journey, a welcome back party is held.

In addition to the passport activities, letters are sent to foreign tourist offices and guests speak to the class on everything from their own trips to "exotic" cooking or speaking a foreign language. Newspapers are combed for international news and collected in notebooks, and a museum of "souvenirs" collected from their fantasy journey is set up in class.

State Framework

This idea supports the history/social science framework's emphasis on the importance of geographical knowledge.

The Students

This idea has been used for two years with 30 gifted fifth and sixth graders. All students successfully completed the trip. This idea should adapt easily to other age and achievement level groups and would work well with large or small groups.

Materials and Facilities

This project can be carried out in a normal classroom setting. Materials needed include the passport, pens, crayons/markers, pencils, several resource books, and rubber stamps (optional). Teacher materials and the passport are available from Chip.

Outside Resources

This activity is accomplished easily by the classroom teacher. Parent speakers, travel bureaus, exchange students, and international businesses can spice up the trip by sharing slides, pictures, and experiences of foreign travel.

The Staff

I developed this idea after a trip to Mexico. I have taught grades 1-6 in Carpinteria, serving the last four years as a grade 5/6 GATE teacher. Other professional experience includes: Mentor Teacher, IMPACT Disseminator, SCWriP Fellow, 1987 Gifted Teacher of the Year, Olympics of the Mind coach, CTIIP grant recipient, National Science Foundation Fellow, and presenter at numerous conferences and workshops.

Overall Value

Catch the Global Spirit gives students the motivation and desire to "travel" the world. The high level of student participation is enhanced by the payoff of completing the trip. Its ease of use, hands-on activities, and interest level allow all students success at their ability levels. This adventurous learning experience involves and motivates everyone.

It IS . . . A Small World After All

The Idea

The purpose of the unit is to teach geography and cultural awareness through the use of literature from around the world. Students have an opportunity to compare cultural traits for likenesses and differences from their own cultural traits. Literature provides a living curriculum from which to draw these insights.

Each continent provides the theme around which literature, social science, art, and music activities are integrated. The students locate the country of origin for the piece of literature on a world map. Then they discuss relative location and how topography, climate, and population influence cultural differences. The students are given the opportunity to experience the art, music, costumes, foods, traditions, and languages of many countries. A culminating activity at the end of the year is a Multicultural Day, which involves parents.

State Framework

The reading/language arts framework recommends a literature-based approach with the teaching of reading. The social science framework defines the curriculum for grades K-2 to include historical, geographical, and cultural awarenesses. Both newly adopted frameworks emphasize integration throughout the curriculum.

The Students

This idea has been used for four years. In 1988-89 it was done with a first/second combination class. This idea could be adapted easily to teach any grade level. The literature can be adjusted to meet any social science theme.

Materials and Facilities

Literature is readily available in school or public libraries. I have also outlined a limited bibliography of literature that corresponds with these units of study. Supporting materials for cultural background for the different countries are also obtained easily from the library or a teacher resource center. Films and other audiovisual materials may be gathered from the county or local district library. I have compiled files that include information and activities for each of the continents.

Outside Resources

Personalized information and activities can come from parents or community members of varying ethnic backgrounds. Parents have supplied costumes, food samples, photographs, and artifacts from other countries throughout the world.

The Staff

I have taught grades 1-5 in Lompoc for 18 years and worked as a teacher for the Department of Defense in Germany for two years. Currently I am president of Tri-Valley Reading Association, a member of the North County Year of the Young Reader Committee, and involved with youth drama.

Overall Value

The students learn concepts of geography and cultural diversity in a personalized manner. The literature stimulates their interest and lets their imagination create a more vivid picture of the world. The students learn to compare and contrast environmental influences on cultural development. The students also gain a broader understanding of other peoples.

Grades K-2

Literature
Social Science
Art
Music
Foreign Language

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Masks

Grades 5-9

Social Science
Language Arts
Art
Self-Esteem

More Information

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The Idea

Masks mirror our joy and despair, our hopes and fears. After being presented with examples of masks in the form of drawings, photographs, or prints, students have an opportunity to explore their historical and social significance during writing, speaking, and construction activities. Using learning logs to record findings, interesting information, and questions, students write about the occasions when they wore masks. Students pair and discuss their logs. Then the class brainstorms the reasons people wear masks. The teacher records their ideas on large charts which are displayed in class.

Using the charts they created, the students research cultural and functional uses of masks around the world. Students write letters to museums and galleries for information on masks and locate books and reference materials from school and local libraries. Lists of vocabulary words are generated by the students and displayed in class.

Masks are constructed by the students as part of their projects which are presented to the class. Projects include story writing, readers theatre, plays, and favorite literature books that relate to their mask (e.g., *Fahrenheit 451, The Man in the Iron Mask, Arrow to the Sun*, "Why the Moon has Scars on Her Face").

State Framework

This unit satisfies the social science framework's strands for geographic and cultural literacy and participation skills. This unit satisfies the English/language arts framework's recommendations for listening, speaking, reading, and writing in meaningful context and for thinking skills on content and focus of cultural issues.

The Students

This unit has been used for 14 years with students in grades 3-7. It could be adapted easily for students from kindergarten through high school.

Materials and Facilities

This unit can be adapted to materials available. The teacher needs books, slides, or other examples of masks. Butcher paper and markers are needed for charts. Masks can be constructed from paper, papier mache, yarn, clay, and materials from home.

Outside Resources

A field trip to a local museum which has masks could be included. The Santa Barbara and Los Angeles Museums of Art will loan slides. The Chumash Indian tribe has a cultural program for schools.

The Staff

I developed this unit. I have taught grades K-8 and now teach sixth grade multidisciplinary Honors and seventh grade literature at Lompoc Valley Middle School. This unit can be managed by the classroom teacher with or without assistance.

Overall Value

Masks are great any time of year and generate a variety of cross-cultural thinking skills, including comparing and contrasting. Their explorations result in writing, oral presentations, three-dimensional construction, sharing, and discussion. It creates an opportunity for students to explore right- as well as left-brain learning, cooperative learning, and to build self-esteem. There is a high level of student interest and participation.

Mother Goose Math

The Idea

Each month during the school year a different nursery rhyme is introduced and correlated to number theory, measurement, statistics, logic, and geometry in the math program. Students in small groups pattern, read books, estimate, count, and use manipulatives related to various nursery rhymes.

Students receive "hands-on" experiences through Mother Goose math games, science, art, and cooking activities. Curriculum success is assured for two reasons: First, many students already know the rhymes, so their familiarity gives them confidence to expand their knowledge of math. Second, students who do not know the verses are enchanted by the sound, the imagery, the language, and humor of the rhymes, and this makes them eager to learn the math that is presented.

For example, during the study of "Peter, Peter, Pumpkin Eater," students pattern with shoe polish stamps; read the pumpkin sequence book called Jack-O-Faces; draw the first, middle, and last stages of the story; and estimate such things as the weight, circumference, and number of seeds in a pumpkin. They also use geometric shapes to make a face on a pumpkin.

The culmination of this year-long math unit is a very special "Mother Goose Day" when each child comes to school dressed in the part of his/her favorite nursery rhyme, and recites the rhyme to the class. This idea could be easily adapted to other groups or achievement levels and would work well with both large or small groups.

The Students

Fifty kindergarteners of varying ability and readiness levels are participating in the program this year. This is the third year of this program.

Materials and Facilities

A classroom and imagination are really all that are needed for this activity. We have developed approximately 15 different monthly *Mother Goose Math* units which we are glad to share. Most of the materials are available at any school site.

Outside Resources

Parents can help by donating some of the food items and assisting with small groups.

The Staff

We teach in adjoining kindergartens. Rhonda, who is teaching her second year of kindergarten has six years of experience in grades K-6. Susan, who has taught for nine years, has been teaching kindergarten for five years. We have both received IMPACT II Adapter grants in the past.

Overall Value

Mother Goose has long been a favorite for groups of all ages. There is always a great need to rediscover all those wonderful nursery rhymes as children often are not taught nursery rhymes at home any more because of working parents. And how exciting it is to present them to young children in a fun, learning way! Every child should have the chance to experience and grow from *Mother Goose Math*.

Grades K-3

Mathematics
Language Arts
Science
Art

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Seven Wonders of the Ancient World

Grades 6-10

Integrated Learning

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The Idea

An interdisciplinary study of the "Seven Wonders of the Ancient World" opens the year-long investigation of world geography and cultural history. Teaching materials have been created or modified to teach in these areas:

World geography and current events: Atlas studies, current world news videos, map making, games, "Country-of-the-Day" activities.

Mathematics and science: Worksheets and games with Roman numerals, sundials and shadows (adapted from AIMS shadow materials), timelines, measurement and scale, principles of wheels and levers, development of weaponry.

Architecture and art: Lessons such as drawing the Wonders in perspective, study of bridge development with related geometry/architectural activities, murals of the countries, paper sculptures, clay replicas.

Writing, speaking, and thinking skills: Research reports and oral presentations about such topics as ancient and modern inventors, modern "wonders," and "language symbol systems" created in pictures, in symbols pressed into clay, or invented from geometric forms.

Literature: Stories about mythology.

Drama: *Tea Party* (Mentor Sue Perona), activities using factual material from the Wonders study papers and *Reader's Theater* activities from the myth books.

Values clarification and human rights: Debates about topics such as women's rights, slavery, artist-idea ownership.

The unit is most effective and interesting to the students if it runs at least six to eight weeks. My students continue to refer back to the concepts, even though we are moving along the timeline.

State Framework

Paraphrasing from the history/social science framework, *Seven Wonders* provides:

- Chronological history presented in an integrated manner
- Enrichment of the study of history with the use of literature
- Study of historical events and periods in depth
- Incorporation of multicultural and ethical perspectives
- Inclusion of critical thinking
- Engagement of the students in a variety of content-appropriate activities

The Students

My sixth grade class participated in the studies during 1988-89, when the unit was developed. Limited English, learning disabled, environmentally disadvantaged, average, and GATE students all benefited from and enjoyed this unit.

Materials and Facilities

Regular classroom space and materials are adequate. Lists of helpful textbooks and appropriate audiovisual materials from the Office of the County Superintendent of Schools, original and adapted teaching lessons, and sample geography packets are available.

Outside Resources

Outside resources were not used in the initial project.

The Staff

I am a Mentor teacher and former IMPACT II Adapter who has taught in the Goleta schools for 15 years.

Overall Value

The *Seven Wonders* activities help students develop an appreciation of the continuity of human experience and the importance of cultural diversity. They realize how early civilizations contributed to our present way of life. A measure of its success is the often asked question, "Can we work on it now, Mrs. P?"

Spin a Web/Spin a Yarn

The Idea

***Spin a Web/Spin a Yarn* is a month-long series of integrated curriculum activities that reinforce the students' understanding of literature; teach vocabulary, comprehension, creative writing, speaking skills, science, and art; and build students' self-esteem.**

Students read each chapter of *Charlotte's Web* in their cooperative groups for enjoyment and appreciation, then cooperatively answer teacher-developed vocabulary and comprehension materials. Important themes and values are discussed in the group and applied to the students' own lives. By grouping students heterogeneously and through sharing ideas, all students experience success in comprehension.

Early in this unit students learn about the scientific characteristics of spiders through the *Come With Me* spider series and films. Children apply their knowledge, by making an accurate spider out of yarn, felt, and pipe cleaners.

Spin a Web helps students to use the thesaurus, encourages students to see their classmates as unique individuals, and develops artistic skills. A student asks other classmates to describe his/her positive traits, then uses the thesaurus to find unfamiliar synonyms for those words. An artistic yarn spider web on poster board incorporates their names and one of the thesaurus-found traits. Their scientific knowledge of webs, as well as E. B. White's descriptions are skillfully applied.

In *Spin a Yarn* students write a helpful spider story, based on a situation they don't want to be in, to accompany their web and spider. Some students share their webs and stories with younger students. Displayed webs and yarns make a perfect atmosphere for the culminating activity of viewing the video, *Charlotte's Web*.

State Framework

This program supports the English/language arts framework by integrating literature with other curriculum areas and emphasizing the framework's overall goal of bringing literature to life.

The Students

Approximately 70 students in grades 4-5 enthusiastically participated in this activity in the past two years. Students experience a high level of achievement in comprehension and vocabulary extension. Students produce excellent yarns and even shy students want to share their stories.

Materials and Facilities

The materials needed are available in most classrooms and districts: class set of *Charlotte's Web*, thesaurus, tag board, yarn, glue, pipe cleaners, felt, scissors, crayon box, *Come With Me* spider unit, video of *Charlotte's Web*, and films on spiders. I will provide teacher-developed vocabulary and comprehension lessons for each chapter of *Charlotte's Web* and directions for the spider and webs.

Outside Resources

No outside resources are required.

The Staff

I developed this program in 1987 and it requires no outside assistance. I have taught grades 3-5 in the Santa Maria-Bonita School District for nine years and received an IMPACT II Adapter Grant in 1988.

Overall Value

Students engaged in this activity develop a strong desire to read and are enthusiastic about learning. Numerous students ask, "Can't we read just a little longer?" Extended learning takes place when students independently use the thesaurus in other written activities. Students talk about this activity with pride at home, even making more webs and yarns, and parents come to view the masterpieces.

Grades 3-6

Integrated Learning

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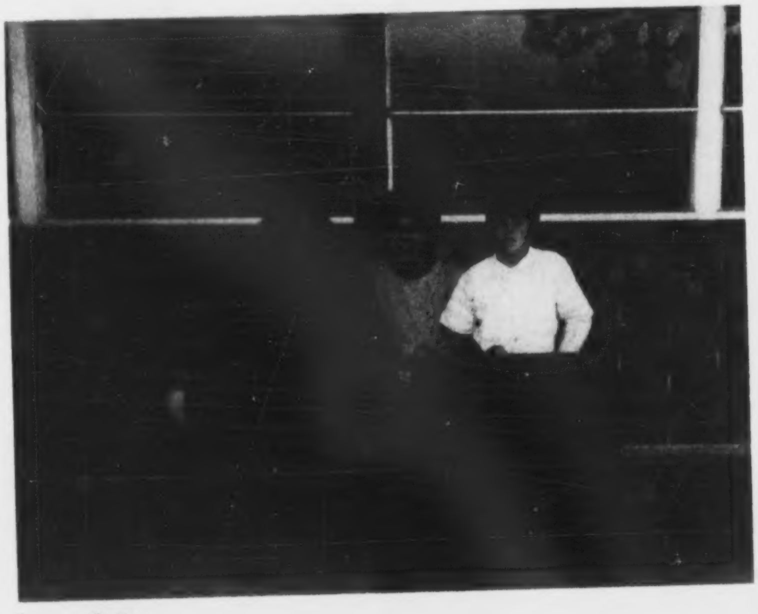

What Will You See in 2023?

Grades K-12

Science
Social Science
Mathematics
Language Arts

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Ballard, Inouye and Walker

The Idea

Get your students to look at current problems in the world such as cancer, AIDS, an aging population, cause them to see potential results in the year 2023, and get them to think about how actions now can affect those results.

Problem-solving techniques are used to deal with such teacher-created problems, as well as problems of the future written by the Future Problem Solving Program. Cooperative learning groups define and determine best solutions for problems presented. Students individually compose and write scenarios describing their group's decision. These scenarios are then discussed by the class.

Students spend one to three hours in guided study on a topic but, once interest is aroused, continue to work on it and share information. Groups have dealt with electronic schools of the future in a short time and investigated future space travel for weeks.

State Framework

The integrative nature of this type of problem solving supports science, social science, math, and reading/language arts frameworks. Implementation of specific framework recommendations depends on the tack taken by the teacher and learners on different occasions. Some activities foster more science-related investigation while others, by their content, require more reading and value formation in the social science areas. All support the math framework's direction of "problem formulation, problem analysis strategies and tactics, constructing models of problems, finding the solution, interpreting the solution."

The Students

Groups of as many as 60 and as few as three have used this approach. Currently 26 fifth grade students in a Gifted and Talented class are the target group. Activities have been planned by the Future Problem Solving Group for grades K-12. The approach adapts itself well to varied abilities, interests, and grade levels.

Materials and Facilities

Students may be provided group response sheets but an equal degree of success has resulted from nothing more than pencil, paper, and chalkboard. In addition to my teaching materials, excellent teacher resources are available from the "The Future Problem Solving Program" at St. Andrew's College, Laurinburg, NC 28352.

Outside Resources

Guest speakers have been invited in response to students' interests but are not imperative. Depending on the depth of student interest, public libraries may be needed by elementary GATE students at the information-gathering stage.

The Staff

A recent recipient of an IMPACT II Adapter grant, I am presently a fifth grade GATE teacher but have taught varied ages since 1965. I also served as a "Process Mentor Teacher" and Resource Specialist. As a college instructor in a teacher credentialing program, I emphasize the use of a thematic approach.

Overall Value

Who doesn't like the idea of a crystal ball? Students get excited about seeing themselves 30 years from now. The interrelatedness and interdependence of societal and personal direction becomes real for the students in this approach to teaching.

Language Arts

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IMPACT

1985-89

Academy Awards for Books

The Idea

***Academy Awards for Books* stimulates reading for pleasure, and challenges students to classify, compare, and choose books worthy of awards.** Throughout the year, students self-select books for home reading. These books, provided daily for taking home to share with one's family, help bridge the gap between home and school as various family members read to each other. This increases listening comprehension, which preceeds reading comprehension.

As a result of reading a lot of books, the children are able to discuss common attributes of books; differentiate fiction, nonfiction, and biography; and develop categories for awards such as Best Dragon Book or Best Biography.

Next, books are nominated in three to four categories and narrowed to five books per category. Excitement is generated as children predict which books will be most popular.

Finally, the secret ballots are counted and the awards ceremony held, to which parents are invited. The awards can be quarterly, at the semester break, or at the same time as the Hollywood Academy Awards.

The awards not only motivate daily reading but, after the winners are announced, students discuss ideas and become interested in the next nominations. Similar to the Hollywood Academy Awards, where crowds flock to see the winning films, the students rush to read the award-winning books.

State Framework

The language arts framework emphasizes having children read for pleasure. It encourages teachers to provide books for home reading, and to develop familiarity with the library and book categories. As suggested by the framework, the Language Arts Model Curriculum Guidelines state, "Teachers encourage parents to become supportive of and involved in the educational program by reading aloud to their children."

The Students

The entire class of 27 second graders and their parents participated both years of this program. The program could be used with any size or age group involving all levels of achievement.

Materials and Facilities

This program can be implemented in any classroom setting. Students will need access to library books for home reading. Award ballots can be printed with the titles of the nominees. You'll need award envelopes and gold seals to place on the winning books.

Outside Resources

Interest in home reading can be enhanced by a field trip to the public library and by each student obtaining a library card.

The Staff

In addition to my work as a second grade teacher, I served as a Mentor Teacher 1987-89, as an IMPACT II Adapter in 1988, and as a language arts consultant and children's literature instructor. I presented "Beyond the Basal: A Literature Approach to Reading" at the State Language Arts Framework Conference and published ideas in *Instructor, Reading Teacher* and a book, *Celebrate Spring for Good Apple.* I am active in community reading associations celebrating the Year of the Young Reader, 1989.

Overall Value

Academy Awards for Books creates enthusiasm for reading for pleasure. Parents are grateful for books to read together and many become great proponents of children's literature and the enjoyment of reading aloud. The discussion of nominees, predictions, and anticipation of awards creates great interest in books.

Grades K-6

Language Arts
Mathematics

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Parents Reading Club

Grades 3-6

Language Arts
Social Studies
Science

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The Idea

***Parents Reading Club* is designed to enrich the students' literary background and involve parents in the school curriculum. All of the students in class invite their parents to join the *Parents Reading Club*. Parents who accept the invitation read orally to their children on a regular basis.**

The books read are chosen from a list of suggested titles, which has been compiled to correlate with the fourth and fifth grade language arts, social studies and science curriculum taken from *Recommended Readings in Literature, Kindergarten Through Grade Eight*, Sacramento: State Department of Education, 1986.

The club operates throughout the year, quietly and privately, in order not to pressure students or parents. Each student keeps a folder at school to record the total number of pages in the books read to them. Special bookmarks are used to record information about individual books at home. It includes suggestions for finding reading time and record keeping information. Space is provided to record the book title, author, and number of pages in the book. When a book is completed, both the parent and the student sign the bookmark.

At the end of the year, each student in the program receives an "Outstanding Listener" award. A unique feature is the "Extraordinary Achievement" award presented to each participating parent, by their child, as a "thank you."

State Framework

The idea supports the new English/language arts framework which suggests that parents continue to read to their children even after the children have learned to read independently.

The Students

The idea has been used for two years with fourth and fifth graders of varying reading levels. All of the students and their parents may participate.

Materials and Facilities

The *Parents Reading Club* requires very little physical space. Each student participant has a construction paper folder to record the number of pages read. Other materials include the initial invitations, book lists, bookmarks, stickers, and awards. All materials are available for sharing.

Outside Resources

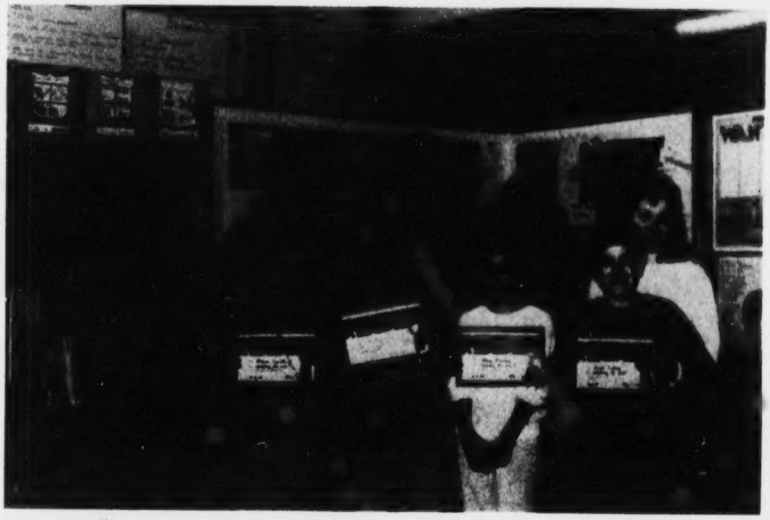
Parent participation is necessary, although club membership is voluntary. Books are available from the school and the public library.

The Staff

I developed the idea with the intent of promoting change in the general practice of parents discontinuing oral reading to children once they have started independent reading. I have taught for 25 years in grades K-5 and as a reading specialist, and was a 1985 IMPACT II Disseminator. The idea implements itself with the enthusiasm of both parents and students.

Overall Value

The students are delighted to be read to again. Parents have expressed pleasure in the stories, and in this special time they share with their children. The program has encouraged many students to become active, independent readers.



Class Recorders

The Idea

After a unit on focused listening and notetaking skills, students become *Class Recorders*. Each day one student records activities and discussion highlights and posts the notes on the bulletin board for use by class members and the teacher.

This is a terrific classroom management technique. When students return from being absent, they do not need to hold up the day's activities by asking the teacher for the make-up work. It is their responsibility to check the notes on the board for all the information and pick up needed class materials from their period's folder.

This activity provides an excellent opportunity to practice the listening skills taught earlier. People have developed the attitude that they can talk and listen at the same time, as they do while watching TV. Class recording, however, emphasizes focused listening. As focused listening skills increase, so do notetaking skills and, consequently, memory.

This idea also requires the students to think on the higher levels, translating, interpreting, analyzing, and evaluating the information as they listen and take notes. Sometimes when they are asked by returning students for clarification concerning a point, they must further explain their notes.

This project coordinates many skills and gives purpose to the practice of the skills. Practice sessions, guided by the teacher, and overheads, aid the students in knowing on what and how much to take notes. Both when serving as *Class Recorder* and on the days they are not the "official" recorder, students on all levels take better notes and listen more attentively. Most students have about three turns per semester as the official *Class Recorder*.

State Framework

According to the English/language arts framework, "The art of teaching, then, lies in helping students discover how good listeners, speakers, readers, and writers accomplish their ends in communicating with others." Class recording does indeed help students in this area and fulfills many of the other goals of the framework.

The Students

This year 150 students in grades 10-12 have participated in this activity. The students range from low-average ability to the gifted. High-ability students tend to take more copious "minutes," while average students usually write in short paragraphs, and low-ability students make lists of the activities for the day.

Materials and Facilities

No special materials are needed.

Outside Resources

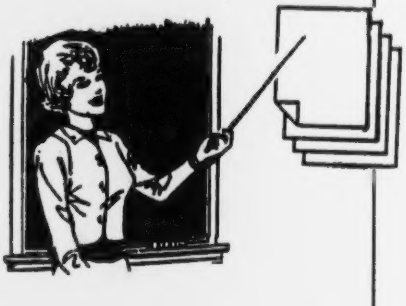
No outside resources are required.

The Staff

For 34 years, I have taught grades 3 to adults, at all levels from remedial to GATE and have been my school's English Department chairperson for 12 years. As a Mentor Teacher, I have worked with other teachers in the area of study skills. I have used this idea for five years with many students. No assistance is needed in implementing it.

Overall Value

Students appreciate directed lessons in how to be active listeners and how to take practical, usable notes. The teacher appreciates the efficient time-saving technique of informing students about make-up work. Finally, some less obvious benefits emerge. Students develop a sense of pride in their notetaking when their peers read their writing (some have discovered that legibility is important, too!), and they also develop a sense of responsibility about their obligation. Their self-esteem goes up as well when a returning student asks them about the previous day's work.



Grades 7-12

Any Curriculum Area
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Favorite Passage Cards

Grades 4-12

Language Arts
Reading

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The Idea

As a closure activity for each literature unit, the students create *Favorite Passage Cards* using their reading logs as resources to each select a favorite phrase, image, or line. Among other entries, these logs contain passages from the literature which please the student for any of a variety of reasons. They may remind the student of a place or person, express an idea or feeling particularly well, capture an image, or make the student think.

The favorite passage is copied onto a 5"×8" card, along with the reason the student has selected that passage. The students are encouraged to decorate, illustrate, or color the cards. (High school students particularly seem to enjoy "crayon therapy.")

The passage and the reasons for selection are shared orally, and it is most interesting to see why each student selected his/her passage, why various students picked the same passage, and which passage seemed to be the most powerful (shown by how often it was selected). The teacher also does a favorite passage card and is the last to share. Presentation is informal so that no one feels threatened. Furthermore, each student's self-confidence is enhanced as there isn't a right or wrong reason for liking a passage. Having to articulate a reason for the selection encourages the student to move beyond "I just like it."

Then the cards are posted on the bulletin board in class groups. This display is left up during the next unit, and the students enjoy seeing other students' cards. Art work is cheerfully and appreciatively received. We all enjoy the talents of the artists and, sometimes, it is an opportunity for an otherwise weak student to receive special recognition. However, the assignments are not graded on artistic or other aspects, as a credit/no credit grade for participation is given.

State Framework

The English/language arts framework calls for a closer study of literature with its literature-based curriculum. It also seeks to have the students become more sensitive to good language. The passage selection process often finds the students rereading the literature for deeper understanding or rereading as they glance at student cards on display. Students become better readers the first time around as they develop "radar" for especially good use of language. *Favorite Passage Cards* also supports the framework's goal of more oral work.

The Students

This idea has been used for one year with eleventh grade students of all ability levels. The idea can be used with any student from grades 4-12.

Materials and Facilities

Materials needed include 5"×8" cards, crayons, colored pens, and a display area.

Outside Resources

No outside resources are required.

Staff

I have taught English at Santa Maria High School for 22 years, am a Fellow in the South Coast Writing Project, and received a Disseminator Grant in 1988 for *Character Letters.* I developed this idea by merging reading logs and name cards, which I had used as a September ice-breaker activity.

Overall Value

Obvious values include a break in the routine of pen and lined paper activity, the building of self-confidence by presenting one's reasons for liking a passage and the creation of a colorful bulletin board for the classroom. The more subtle benefits include having the authors' words, "best words from best writers," surround the students as reminders of what can be done with language, and having students develop better reading skills.

Storyboarding

The Idea

During the process of reading a novel, chapter, story, or poem, students make one or several "storyboards" that visually represent what they are reading, indicating essential sensory and object details and person and place configurations.

Storyboarding is a film-making procedure familiar to students who have seen programs that present the behind-the-scenes process of film or TV show production. Students take various sentences or chunks of paragraphs and represent each word visually in a rectangle, representing a film frame. The "storyboard" or freeze-frame then shows an instant in the "movie" the reader can run in his/her mind while reading.

For students who feel they lack drawing ability, I demonstrate that "crummy stick figures" and "Dick Tracy labeling" will successfully execute the assignment.

The activity is especially effective for insuring a close reading of long, but important, paragraphs in stories that often get read perfunctorily. Students focus on key paragraphs that establish a setting or introduce a character such as those in Chapter 32 in *Huckleberry Finn*, which describe the Phelps plantation — the stage for most of the action in the remainder of the novel.

Reading from the perspective of a film director, or cinematographer who must be clear about all atmospheric details, positioning of personnel, location/setting, camera angle, and framing is emphasized. The movie analogy legitimizes the activity and gives it a more mature rationale than elementary school's "draw a picture about what you read." Yet, it allows for the enjoyment and concrete accountability of that way of responding to a text so often abandoned in secondary classes.

State Framework

Close reading of the text is central in the language arts framework and means interpretive analysis of plot, character and theme, relating the text to personal concerns and making connections to life and other reading. These higher level cognitions develop naturally out of reading with thorough decoding.

The Students

This idea is a regular part of my literature instruction, grades 9-12, at all ability levels.

Materials and Facilities

Students keep a notebook with a section for their accumulated storyboards. Standard binder paper and a pen or pencil are sufficient, although some students add color, use collage or computer generated graphics.

Outside Resources

Films are available that show the use of storyboarding.

The Staff

I have taught 21 years at Righetti High School. I developed this approach when teaching film, mass media, and creative writing, then adapted it to American and British Literature. I have been a SCWriP fellow since 1980 and have presented this activity in several workshops. I have been awarded two NEH grants for summer study/curriculum development with the Dickens Project at UCSC.

Overall Value

This is an excellent way to make students accountable for reading, without having to use often unreliable written assignments that produce vague or specious, half-conceived accounts. The attention to detail that storyboarding cultivates results in richer experiential detail in interpretive or personal essays and creative writing. Generalities are also substantiated with citations of the text.

Grades 9-12

Language Arts
History

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Mathematics/Science/Health

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Equation Balance Beam

The Idea

***Equation Balance Beam* is a computer program which presents students with written and pictorial descriptions of two-step algebra equations.** Instead of memorizing rote solutions, students use information provided in the text and picture, thinking and predicting skills, and discussions with other students to arrive at successful strategies.

The equation, 3X - 6 = 57, would be described and shown as a balance beam with three boxes and a helium balloon on one side, and a lump weighing 57 pounds on the other. Working in whole-class and small-team settings, students manipulate the balance beam (i.e., cut the string on the balloon, add to the 57 pound weight, divide the now 63 pound weight into three 21 pound weights) until the weight of each box is found. Each time the students manipulate the balance beam, the written description and picture change to reflect the manipulation. Students have immediate feedback about whether their strategy is on the right track.

In subsequent discussions, the class forms general rules for how to solve the problems, arrives at pencil-paper strategies, and starts to apply the skills in other contexts.

In classes prior to pre-algebra, equation solving is often passed over or treated in mechanical, rote fashion. Using *Equation Balance Beam* enables students to see why changing one side of an equation necessitates a change in the other side.

State Framework

The math framework recommends that the major themes developed from kindergarten to grade 8 should include "solution of some equations and inequalities."

The Students

Over 150 middle school students from below-grade-level classes have used this idea, developed in 1988. After a few lessons with *Equation Balance Beam*, over 95% made a successful transition to solving two-step equations using more standard pencil and paper methods. Being able to "do some algebra" has increased their self-esteem. Some students reported showing their new skill to other teachers, and many students have requested more equation problems.

Materials and Facilities

The program was written for APPLE II computers. Since the program generates the problems to be solved, no other materials are needed. After experience with *Equation Balance Beam*," students are more successful with the equation sections found in most math textbooks.

Outside Resources

No outside resources are required.

Staff

I have taught math at the middle school level for the past seven years.

Overall Value

Skills and strategies must be learned within a meaningful context if they are to be applied later in the student's life or education. *Equation Balance Beam* creates such a context for solving two-step equations. Furthermore, students experience forming and expressing mathematical ideas.

Grades 5-9

Mathematics

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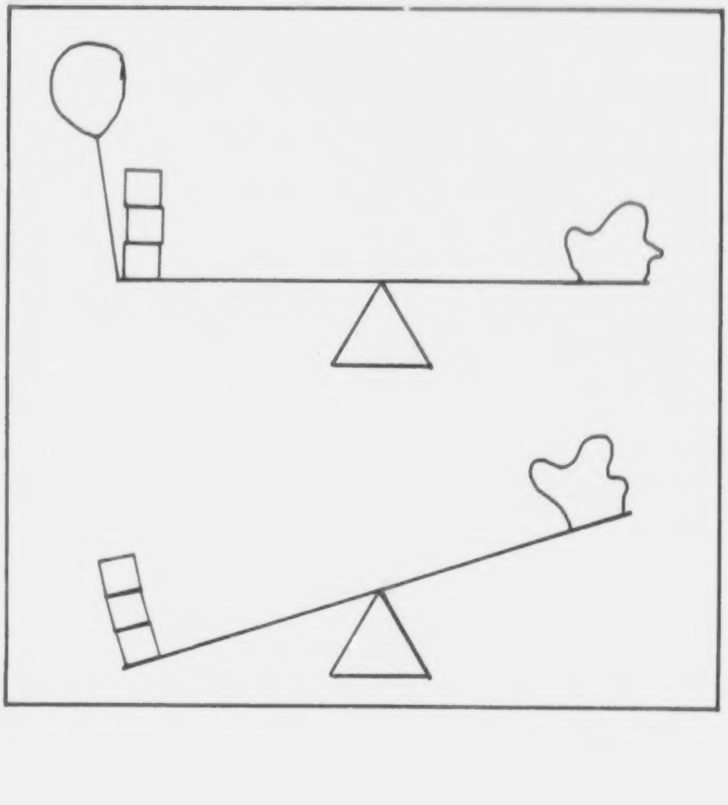

Bones, Dig It!

Grades 1-8

Science
Art
Language Arts
Mathematics

More Information

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The Idea

***Bones* is an easy, clean, and exciting classroom dissection of an owl pellet to discover, reconstruct, and write about the bones and skeletons of their prey. Students study and discuss the food chain, listen and read stories about owls, and write original stories about owls.**

As an introduction or culminating activity, small groups of two to four students are given an owl pellet (the clean, undigested remains of whatever the owl has recently eaten) to dissect with a bent paperclip or other simple tool. The bones are sorted into groups or species. Some students may find the tiny remains of a sparrow or the large skull of a rabbit, the delicate skeleton of a field mouse, or the easily discovered remains of a gopher. After sorting the bones found in the owl pellet, the students study, discuss, and then reconstruct a skeleton of their animal(s). Once finished and displayed, the students write stories from the owl's and the prey's perspectives.

Sharing finds with their classmates, excitement is generated as the students become archaeologists, detectives, and scientists. Sorting and classifying skills are used by all students. Logic is called into play to try to reconstruct the full skeleton. The shouts of discovery and careful picking away of the debris sound throughout the room.

This activity directly involves all students in an exciting, hands-on science activity that promotes true understanding of food chains, food webs, skeletal systems, and logic.

State Framework

The Science Model Curriculum Guide stresses the importance of an integrated curriculum. This idea fosters the interrelatedness of knowledge and skills. It is ideal for satisfying writing across the curriculum and the math framework suggestion that students "collect, organize, and interpret data derived from experiments and create concrete representations."

The Students

This idea has been used with students in grades 1-6 for four years. All cultures and abilities of students have successfully participated in *Bones*. It can be adapted easily for large or small groups, and older students.

Materials and Facilities

This project can be carried out in a normal classroom setting. Materials needed include owl pellets, paper clips or dissecting tools, and white glue. Owl pellets can be easily and inexpensively (approximately $25 for a class set) obtained from many science catalogs or collected in the field. Those purchased from a company are treated to be odorless and non-messy. Helpful materials include skeletal charts, models, or diagrams. Teacher materials including procedures, follow-up ideas, diagrams, and a list of science supply companies, are available to interested teachers.

Outside Resources

This activity is easily accomplished by the classroom teacher with no outside help. Even if you have never dissected anything before, the ease and cleanliness of owl pellets allows for almost instant success.

The Staff

I have been teaching for five years, the last four in Solvang, teaching grades 1-3. I have written CTIIP grants, been a participant in Project T.I.M.E., had training in AIMS and Math Their Way, and directed summer recreation programs.

Overall Value

Bones is a tremendously exciting and easy activity that appeals to kids' natural interest in science. By actively involving students in a "detective" hunt for remains, they learn and experience the process of science. Writing about science gains new meaning as the kids hold what they have found! By working together, using fine motor skills as well as logic and reasoning, the students participate in the drama that science can be!

The Food Web

Grades K-3

Science

The Idea

Finger puppets, flannel boards, and class books are used to actively engage the students in a study of the interrelationship of animals and plants in nature.

To begin this activity, small felt finger puppets of animals, plants, soil, air, sun, and water are passed out to the members of the class. They learn about their role in sustaining life on earth via the discovery method. The four basic ingredients of life are placed in the four corners of the flannelboard and connected with a piece of yarn to show their relationships.

Plant and animal puppets are then discussed and placed on the flannel board and interconnections established by use of yarn. Students learn about what plants need to grow, what animals eat, and where they live.

The unit can be extended with older children by having hypothetical forest fires, hunting, disease, or the introduction of new plants or animals upset the balance of nature, and cause the food web to fall apart.

In addition to the puppet dramatization and flannelboard display, two class books, "What Have You Learned About the Food Web?" and "Where is Your Home?" are made, summarizing what each student has learned. The class books and flannelboard display are kept in the classroom for the children to refer to and read.

Since each child plays an active part in building the food web and writing the class books, each one feels "ownership" of the final product, which is proudly displayed to parents at the school's science fair.

State Framework

The science framework's biological science section recommends that K-3 students learn these concepts about ecosystems:

- Living things get things they need from each other and from the environment.
- All animals eat plants and/or other animals.
- Living things need special kinds of food and a special place to live.

Students

Twenty-four kindergarten students participated in 1988-89.

Materials and Facilities

Materials needed are felt finger puppets, flannelboard, yarn, and T-pins, construction paper, and art supplies. Puppet patterns and other teacher materials are available upon request.

Outside Resources

Follow-up might include a field trip to the Museum of Natural History or Sea Center to see the exhibits of animals and their habitats. A guest speaker might further explain the idea of ecology and the balance of nature.

The Staff

I adapted the basic ideas during 1988-89 from a workshop presented at a National Biology Teacher's Convention in San Mateo. Preprofessionals and parent volunteers are helpful in taking dictation from younger students for their books.

Overall Value

Teaching concepts in the primary grades is greatly facilitated by hands-on activities. The final product is something that can be kept in the classroom in the form of a book that everyone has helped make. Self-esteem is enhanced among peers and parents in the cooperative effort of the flannelboard display and the books. Both children and teacher have fun with the project.

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Business Partner

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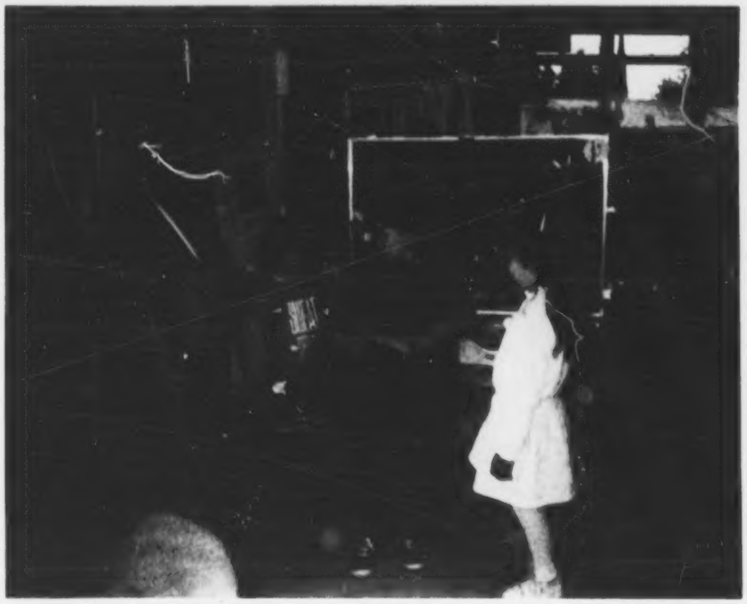

Morro Bay . . . Science Lab

Grades 4-6

Science
Mathematics
Language Arts
Social Science

More Information

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GTE-California

The Idea

After studying specific curricula areas in the classroom — ornithology, tide pool and mud flat ecosystems, geology, camping math, meal planning and nutrition — children have the opportunity to discover and observe first hand at Morro Bay all they have studied . . . and more!

In preparation for the trip to Morro Bay, cooperative groups work on a variety of projects in the subject areas listed above to better understand the overall ecology of Morro Bay. Through printed materials such as identification books and manuals, guest speakers, movies, and research, the children delve into this rich ecological environment. Besides gaining in each subject, children have an opportunity to plan for all aspects of the trip, including camping.

Once they arrive at Morro Bay, the children are involved in activities, which vary from year to year depending on what is available, interests, and experiences of students. These activities are integrated with previous classroom learning through a student fieldbook. Some activities are led by the teacher, while others involve outside resources. (See this section for details.) Students also take significant responsibility for daily camping tasks, such as setting up camp and food preparation.

Besides building incredible energy in the classroom, a class working together and sharing such a fantastic environment helps promote and seal friendships throughout the year.

State Framework

All the frameworks recommend an integrated curriculum stressing cooperative learning and hands-on experiences. They also emphasize the importance of collecting, organizing, categorizing, synthesizing, observing, and doing.

The Students

This idea has been used for nine years in grades 4-6 with many variations, additions, and adaptations. Group size has varied from 30-90 students. It adapts easily to any grade level.

Materials and Facilities

Materials vary greatly. However, none of the materials, such as plant and animal ID books, art supplies, feathers, and sporting catalogues, are difficult to find. Several units can use a data base on the computer to compile personalized ID books and field guides. Teacher materials for both the classroom and field study aspects of this idea, including detailed plans for camping and supervision, are available.

Outside Resources

This unit can be accomplished by the teacher alone, but it benefits from having outside support in Morro Bay: docents, trips to the Morro Bay museum, a fish factory, an oyster farm, a shell shop, the PG&E plant. This year we also took a $2 boat tour of the bay which was well worth the price. In addition to these supports, I used six or seven parent campers and drivers to help with the camping and the supervision.

The Staff

I have been very interested in hands-on and nature education all my 20-year career. I have been a Master Teacher and a Team Leader at Monte Vista School since my arrival nine years ago. At present I am very interested in the literature-based language arts framework which I see as an extension of the philosophy underlying *Science Lab*.

Overall Value

This idea enables students to learn a lot about our world, themselves, and each other. It makes school fun and is one of the memories that will last all a student's life.

Price that Waste!

The Idea

As part of a long-term health curriculum, students use math and survey skills to predict and verify what items of food are wasted (thrown out) during the lunch period. Students list the types of foods in both hot cafeteria and sack lunches that they think are generally thrown out and estimate how much money all this waste is worth.

On a day chosen by the teacher, children help collect all wasted, but still edible, food during the lunch period by utilizing large plastic trash cans. Food is separated as it is being collected.

Later the food is brought to the classroom and placed on a large plastic sheet for all to investigate, separate, weigh, and price. Finally, predictions are compared with verification and children come up with possible solutions to the lunchtime waste problem. Classroom discussion, graphs of different food types wasted, etc., are a natural follow-up and done with a great deal of enthusiasm. A follow-up article for the school newspaper can be very informative and helpful for parents.

State Framework

The mathematics framework, in discussing the major emphasis of the document, states the goal is "to structure mathematics education so that the students experience the enjoyment and fascination of mathematics as they gain mathematical power." By discussion, prediction, estimation pricing using calculators, arriving at possible solutions to the waste problem, and actual "hands-on" sorting, the students encounter a high level of thinking and participation in *real math*. Transfer and integration into health and language arts is easily accomplished.

The Students

This idea has been used in grades 4 and 5 for three years, but is applicable for grades 4-12. This unit shows students, in a very dramatic way, the mathematics of the food choices they make on a day-to-day basis and the cost of their wasted food.

Materials and Facilities

Needed items include five large plastic trash containers, a large sheet of heavy plastic, surgical gloves for food sorters, calculators, and a scale. After initially collecting the food in the lunch area, all sorting, weighing, etc., can be done within the classroom.

Outside Resources

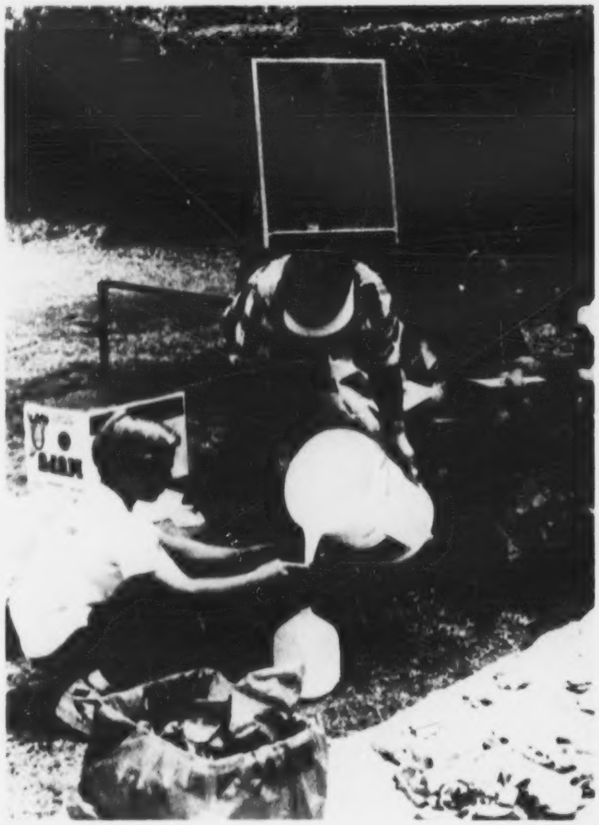
This project can be done by the classroom teacher alone. Each child helps with some part of the lesson so involvement remains at a high level. Cafeteria workers can be a good choice for guest speakers. A parent can help in pricing the food or by taking a small group to the grocery store to get "average" food prices.

The Staff

I developed this idea after seeing how much food was being wasted during school lunch periods. I have taught for 16 years in the Goleta Union and Hope School Districts. I assisted in writing the County Drug Abuse Guide for elementary grades.

Overall Value

Children become very aware of food choices and general dietary habits among their peers. Classifying food and pricing it helps them get an accurate picture of food costs. Attitudinal changes in food selection often occur. Parents appreciate the results. It gives them an avenue for discussion with their children about food choices.



Grades 4-12

Mathematics
Science
Health
Language Arts

More Information

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Your Food Becomes You!

Grades 2-5

Health
Science
Art
Drama

More Information

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The Idea

***Your Food Becomes You* integrates math, drama, and art activities with the National Dairy Council's nutrition education curriculum. Students study peers' eating habits and use art projects to learn about new foods and plan balanced meals.**

Unannounced one day, all foods not actually eaten at lunch are collected. In class, the uneaten food items are then charted according to the four food groups. Pictures of these lunch items are then made on 3"×4" paper and pasted on small lunch bags as puppets. Students write narration for puppets about why they didn't get eaten and an impromptu puppet show is given.

Students create edible food sculptures on paper plates as an art experience and opportunity to taste new foods. Each sculpture is given a title and another class or special friend invited to the showing. The works of art are then devoured.

Then each student plans a balanced meal. After decorating a paper plate on its edges to resemble a china plate, the student creates his meal by cutting construction paper foods to paste on the plate. Even a hamburger can be created by layering various shapes of appropriately colored paper. Eating utensils which have been traced and cut out and a place mat woven from two colors of paper strips complete a "balanced meal" still life.

State Framework

The science framework encourages the teaching of nutrition in a way that will actually improve the food choices students make.

The Students

The unit has been taught at the second grade level for four years to a class of 25-30 students without any additional staffing.

Materials and Facilities

The suggested time requirement is from two to three weeks for the basic academic nutrition instruction and activities described here. Materials can be adapted for grades 3-5. (The National Dairy Council also has materials designed for the fifth grade level.)

Outside Resources

Other than materials normally available in a classroom, items needed are paper plates, lunch bags, the fresh food items listed above, plastic eating utensils, and clear plastic tumblers. A field trip to a local pizza parlor (the four basic food groups can be represented on a pizza) or a grocery market are possible support activities.

The Staff

I have taught at Jonata School in Buellton for 20 years. I developed these and other ideas over several years of teaching the core nutrition curriculum from the Dairy Council. A bibliography of useful references, informational letters to send home to parents, and additional ideas with black line masters are available on request.

Overall Value

Can our "junk-food" oriented students make better food choices if they have the facts about nutrition? Yes, they can and most likely will, if they have had nutrition education with an additional affective component. After completing this unit, lunch room personnel noticed an improvement in the kind of foods students brought and ate in their school lunches.

Social Science

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IMPACT II
1985-89

Where's Waldo? . . . Find Waldo Now!

The Idea

The students use a highly motivational pair of books, *Find Waldo Now* and *Where's Waldo* by Martin Handford to learn mapping and observation skills. They work in cooperative learning groups finding "Waldo" in various situations and recording his location using map grids.

Each book has 12 different illustrations, making it possible for each cooperative learning group to work on 24 different pictures. There are 18 different items to locate in each illustration ranging from Waldo to a thirsty sphinx. Students enjoy challenging each other to find the various items in the illustration. Then some students will design their own illustration for finding Waldo.

State Framework

The thrust of the social science framework is integration. This takes an existing literature book and puts the student to work in a cooperative learning situation to learn map skills.

The Students

This idea was developed in 1988-89 with fifth graders and has been field tested with first grade "buddies," high school students, and adults. All students like finding Waldo.

Materials and Facilities

To use the whole book, 11 pages, two copies of each book need to be purchased. Then the facing pages are removed and mounted on file folders. The pages are then gridded for a map. The assignment is written on the back of the folder and the directions are written on the front. The folder is laminated. Each group is given a folder, answer sheet and two strings to help locate Waldo.

Outside Resources

No outside resources are required.

The Staff

I have been active professionally in math and social science through participating in math and computer institutes, writing and teaching about activities that integrate math and science, and serving as a Mentor Teacher. On the state level, I have worked as an Instructional Materials Evaluation Panelist for both math and social science. I have taught in the Lompoc Unified School District since 1970.

Overall Value

The students are using skills from social science in a literature book. They are highly motivated by the illustrations. They are working as a cooperative learning group in solving problems. Students say, "It's fun. It's funny and it makes you look for unobvious as well as obvious things. I'd recommend it to anyone."

Grades 3-8

Social Science
Language Arts

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Who or What Is?

Grades K-12

Social Science
Language Arts

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Business Partner

ABC-CLIO Intellimation

The Idea

***Who or What Is?* is an ongoing game that teaches students about the people, places, events, quotations, and abbreviations with which students need to be familiar in order to be culturally literate in our multicultural society.**

Students are divided into cooperative teams of approximately 10 students. Each day two *Who or What Is?* items are given to the teams for identification. When a name seems very obscure, some prompting is given, such as: "You'll find this person in today's newspaper," or "This person died exactly 100 years ago in France." They have 24 hours to correctly identify the items without consulting their own teachers. Teams are given points for correct identification and explanation of why the item is important.

In addition, when 25 items have been compiled on the lists displayed in the classrooms, the team with the most points receives a reward. Then a test is given to each student. The 100% Club is treated to pizza completing one cycle of the program.

In determining items for identification, a combination of categories such as "famous people" or "abbreviations" may be used but teachers are also responsive to current events.

State Framework

This idea uses the frameworks' emphasis on an integrated curriculum, connections among content areas, and an interrelatedness of knowledge.

The Students

Who or What Is? has been used the past eight years in grades 5 and 6. Teachers in other grades and in specific curriculum areas can easily adapt this idea to fit their needs.

Materials and Facilities

Minimum materials are needed: paper for lists, pencils, and pieces of scrap paper (good memories are even better) for students. *Who or What Is?* lists often adorn bulletin boards or take up wall space.

Outside Resources

Who or What Is? encourages students to use any outside resource they can tap for help. Students are free to ask any person other than the one(s) who gave the assignment. Parents, teachers, aides, librarians, etc., often enjoy being used as a resource by inquisitive minds. In some communities, local businesses might donate goods and services for *Who or What Is?* prizes.

The Staff

We developed this idea after observing a list of people with the same first names being used at Roosevelt School by Kay Hurley and Jim Jorden. We integrated *Who or What Is?* into our daily oral news time in our team teaching room at Cleveland School. The lunches and team prizes became integrated into *Who or What Is?* about four years ago as an added incentive for students to learn. We have taught a combined total of 45 years in the Santa Barbara School District.

Overall Value

Students become "culturally literate" when they can identify names on *Who or What Is?* lists. Often these names reappear in the news, reading selections, social science, science, etc. These names thus serve as "anchors" of students' knowledge. By working in teams, students work cooperatively. They can also earn awards for outstanding individual achievement. Parents and community become involved in transmitting cultural literacy to the next generation.

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Chicago: From the Jazz Age through the Depression

Grade 11

Social Science

The Idea

***Chicago: From the Jazz Age through the Depression* is a six to eight week role-playing simulation, in which students relive representative historic, economic, social/cultural, and political events in the United States from 1920 through 1938.** Students are randomly given roles/occupations (e.g., grocery store clerk, police officer, stock market worker, judge, farmer, bank teller, auto factory worker), personalities (e.g., honest, opportunist, or dishonest), and required monthly investments/expenses (e.g., a model T, a house, furniture, groceries, stocks, utilities). The students must live out their roles within the historic realities of the simulated time period.

The purpose of the simulation is to experience and record two pivotal periods of United States history, and to relate it to class instruction, coverage, readings, and historical interviews. Each session of the simulation represents a month of a specific year of the Jazz Age or the Depression. After studying historic events, the students must accurately role play, make critical economic, ethical, and historic decisions which will affect their lives in the simulated setting of "Chicago." The history, decisions, economic situation, and results of each session are entered by each student into his/her personal diary.

As the simulation progresses, the students are able to critically analyze events and decisions which shaped our past and led us into the depression. At the conclusion of the *Chicago* simulation, the students are required to conduct historical interviews with older individuals who lived through this time period. The final step is to analyze the interviews within cooperative learning groups, and to present to the class the synthesis of their findings. Six to eight weeks are used for teaching this period of history.

State Framework

The *Chicago* simulation unit satisfies several areas of the history/social science framework, including historical literacy, economic literacy, critical thinking skills, historical empathy, group interaction skills, participation skills, and the requirements of the United States History coverage of the "Jazz Age" and "The Depression."

The Students

In the 1988-89 school year, 90 students in grade 11 participated in the *Chicago* simulation unit. I have found through this simulation approach, first used 11 years ago, that students achieve higher test scores, a high degree of enthusiastic participation, a deeper understanding of historical concepts, and retain the information for greater periods of time.

Materials and Facilities

The classroom is the setting for *Chicago*. I have developed materials needed for the simulation.

Outside Resources

Teachers may wish to consider concluding the simulation unit with historical interviews.

The Staff

I have been teaching social science at Santa Ynez High School for 11 years. Implementation of the *Chicago* simulation may require some in-service instruction.

Overall Value

Students and parents have consistently related their enthusiasm for this simulation approach to history. The most pleasing comment I frequently hear is, "Mr. Green, I feel like I have lived through the Depression." To bring history to life IS my ultimate goal, and *Chicago* is superbly successful.

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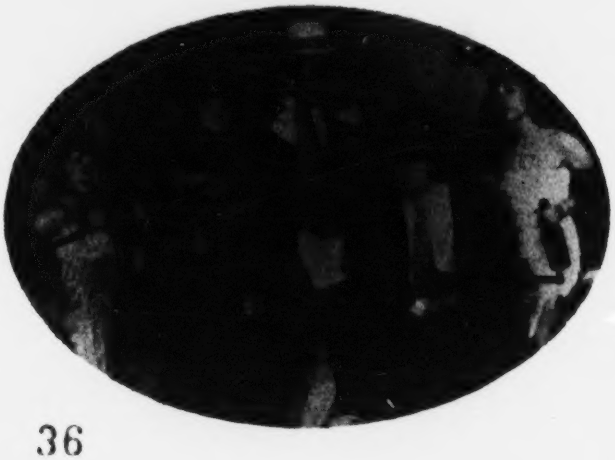
Santa Ynez Valley Board of Realtors



MAPmatics

Grades 4 and up

Social Science

More Information

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Home Savings of America

The Idea

As a geography warm-up activity, student cooperative learning pairs are given a half sheet of paper with a landmass drawn on it but no identifying names. They search a map of the world for a matching landmass. When most of the student pairs have identified and labeled ten geographic features on their maps (e.g., countries, cities, rivers), individual students then label the ten most important features on an overhead of the landmass (a favorite part!). This could be done on the board if an overhead projector is not available. These exercises are not graded so that an atmosphere of fun and working together is created. Students are like detectives, searching the world for the mystery landmass. GEOGRAPHY CAN BE EXCITING AND WE'RE PROVING IT!

We start out simple with easily identifiable areas and then progress to ones that take more "digging." The mystery areas may be one country/state or several countries/states together, e.g., those that form a peninsula.

The overall goal of this exercise is to have the students learn place locations in the world and geography vocabulary. I often coordinate the exercises with areas in the news.

I use this activity two or three times a week each semester as I teach the geography elective. There is no set number of times to use these warm-ups, but the students usually want to do them often.

State Framework

The new social science framework stresses geography at all levels.

The Students

In our junior high school, between 20-25 seventh/eighth graders participate in a geography elective for one semester.

Materials and Facilities

I have the mystery maps. You will also need maps of the world, wall maps, atlases, books with maps, an overhead projector (optional).

Outside Resources

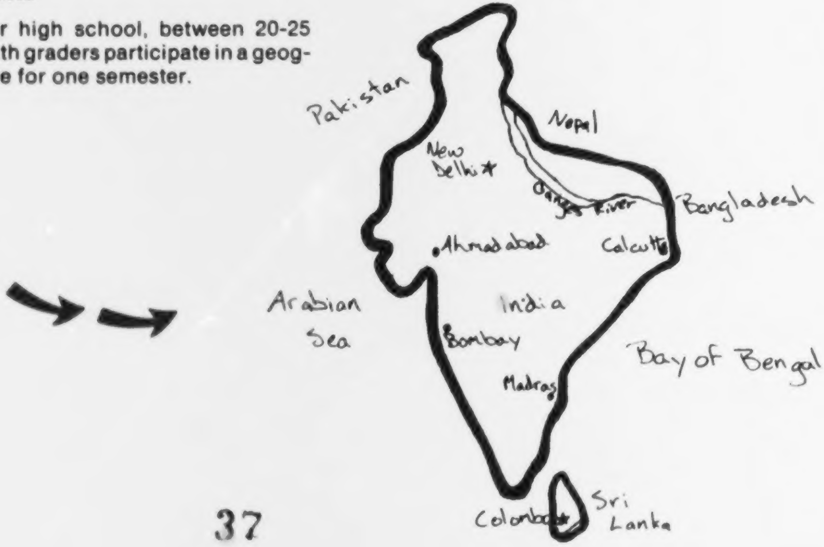
No outside resources are required.

Staff

I developed this idea after searching for activities to teach geography in a different way. I taught in Italy with the Department of Defense school system where I received an award for outstanding and creative teaching. I have taught social science and geography ("Arm-Chair Travel") at Lakeview Junior High School for three years. Other professional activities include membership on the Middle School Task Force, receipt of an IMPACT II Adapter Grant in 1987, and service on the IMPACT II Advisory Council. This idea can be implemented without assistance.

Overall Value

This warm-up activity that uses students' love of playing detectives is a great way to teach geography. They always enjoy working in cooperative pairs, and the whole exercise is non-threatening. They are never directly tested on this material. The classroom atmosphere is one of fun, and I make a big deal when the "mystery" is solved. It's very rewarding to see a class excited about geography!



Other

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Art

Elementary/Secondary

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It IS . . . A Small World After All 7

Special Education

See

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A Head of My Time

The Idea

Students create a self-portrait which visually represents both their external features and internal thoughts, feelings, and expressions. After completing a worksheet, "About Me," focusing on their strengths, students work in pairs to papier mache a balloon. When the balloon is hard and dry, it is cut open and each student takes half. To make it represent half of her/his head, personalized papier mache features are added, the head is painted, yarn hair is glued on, and the structure is nailed to a wooden base.

The most exciting part of this one-month project comes when the students choose pictures and items that represent the ideas on their worksheets. Problem-solving skills are exercised as the students decide how to arrange and attach their items creatively, effectively, and neatly inside the half head.

This project began as a three-dimensional papier mache project. Then I saw a similar self-portrait sculpture at an elementary school art program display in the Lompoc Unified School District in 1986. The two ideas were combined and adapted to become a part of a self-esteem program, "Choices & Decisions," which is integrated into the curriculum at Vandenberg Middle School. It is now a unique and exciting project for the students, and a source of enlightenment and pleasure for family members, friends, teachers, and administrators in the district.

State Framework

The visual and performing arts framework stresses the importance of developing and expanding visual arts knowledge and skills to express ideas imaginatively. It states that students will be able to demonstrate the ability "to construct by joining a variety of forms to make objects and simple structures. They will increase their skills in working with art media to express ideas, feelings, and values. Originality should be an essential requirement."

The Students

I have used this project for three years in grades 7-8 introductory art classes of 25 to 35 students each. During the 1988 fall semester, over 110 students participated.

Materials and Facilities

Students can work at tables or desks in any classroom. Materials include balloons, papier mache paste, newspaper, tempera or acrylic paint, yarn, wooden blocks for bases, carpet tacks, glue, scissors, masking tape, paint brushes, and content items collected by students. Teaching materials are available.

Outside Resources

This activity is accomplished easily by the classroom teacher with no outside help. Parents can assist students in finding items or pictures to place inside the half head.

The Staff

I have taught art and served as department chairperson at Vandenberg Middle School for three years and was an IMPACT II Adapter in 1988. I have had extensive experience with the teaching methods of Dr. Betty Edwards and several of my students' drawings have been added to the data of the Center for Brain Hemisphere Research at California State University, Long Beach.

Overall Value

Students gain increased awareness of themselves and fellow students as they focus on their positive feelings and activities. I also experience an in-depth understanding of each student as a unique individual, which is often difficult with 45-minute periods. Students are excited to learn the process of papier mache and construct a piece of sculpture. Within the structure of the project, students are encouraged to freely express the feelings, values, and positive attributes which make them unique.

Grades 6-12

Art
Self-Esteem

More Information

Mary-Pat King
Vandenberg Middle School
Mountain View Boulevard
Vandenberg Air Force Base, CA 93437
(805) 734-4391

Robert Forinash, Principal
Lompoc Unified School District

Business Partner

Martin Marietta Aerospace

Moto-Cross Race

Grades K-4, Learning Handicapped

Classroom/Behavior Management

Self-Esteem

More Information

David Kiefer

Hollister School
4950 Anita Lane
Santa Barbara, CA 93111
(805) 681-1271

Dennis Naiman, Principal
Goleta Union School District

Business Partner

Santa Barbara Bank & Trust

The Idea

***Moto-Cross Race* is a visual/concrete way students can track their daily, weekly, or monthly behavioral progress.** It is designed to help students take responsibility as they individually make decisions on their behaviors many times during a school day. This starts the improvement cycle whereby students with high self-esteem naturally make positive choices for themselves. The *Moto-Cross Race* becomes secondary to the students as they internalize this positive behavior pattern, thus increasing their feelings of self-worth and gaining control over their behavior choices.

The student meets with the teacher at the beginning of the month to cooperatively decide on one to three behaviors to work on for that month. This is recorded in an individual contract with copies for the student's file, desk, and parents. The student agrees to be successful in improving the behaviors and the teacher agrees to reward the student with free-time cards, computer time, or other meaningful reinforcements. The race begins!

Each student has a motorcycle which is placed on the starting line. The teacher evaluates the student's behavior daily. If the student has honored the contract, then the motorcycle is moved to the next stop along the race. If the student has not, then the motorcycle stays where it is and the student tries the next day to advance in the race. The student must make it to the "Winner's Circle" before or by the end of the month to receive reinforcements. The student competes only with himself, working only on his/her behaviors. A teacher can make adjustment to the original idea to meet the needs of her/his class.

The Students

I have used this idea the past 12 years in a Learning Handicapped class, which usually has 10-12 students ranging in age from 8-13. However, it could be used effectively in grades K-6 and for any subject area, e.g., spelling progress, charting book reports, math facts. This visual/concrete approach to behavioral management and self-esteem has helped 90% of the students who have participated in it. Those students have improved in such behaviors as minding their own business, keeping hands and feet to themselves, using good language, following directions, having better attitudes, being friendly with others. The students then feel more worthwhile and important to themselves within their class and school.

Materials and Facilities

One needs a medium/large bulletin board to display the race track. The majority of the race track is handmade and other parts can be purchased at a toy store.

Outside Resources

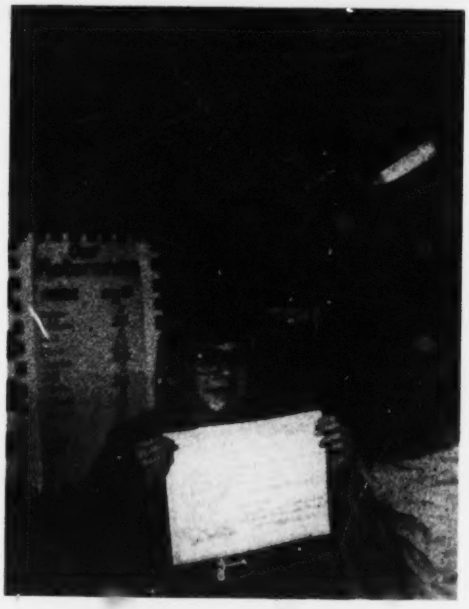
No outside resources are required.

The Staff

I have taught 14 years in grades 5 and 6, as a resource specialist, and as a special class teacher. I represent Special Education on the GUSD Curriculum Council. I have inserviced grades 4-6 regarding learning disabilities and mainstreaming since 1984 and have been a cooperating teacher with UCSB (Master Teacher) since 1983. I received a CTIIP Grant in 1987.

Overall Value

The newest trends in education seem to indicate that the way a child sees himself or herself affects all of the child's learning. The *Moto-Cross Race* is a visual/concrete behavior management idea which offers students an attractive, fun, positive way to view their progress. The students increase their self-esteem by taking responsibility for specific behaviors chosen for their contracts. As the student's success increases, so does the student's self-esteem and his/her academic progress. The *Moto-Cross Race* is motivating and fun, so . . . GO FOR IT!!



Supervisors, Laborers, and Probationary Employees

Grades 5-8

Vocational Education
Classroom/Behavior Management

The Idea

Supervisors, Laborers, and Probationary Employees **merges a classroom behavior management program and a vocational education curriculum, through a token economy that utilizes the terminology, reinforcements, and consequences common to the workplace.** Business owners report the most common reason for teenage dismissals from jobs is not a lack of technical skills but a lack of appropriate job-related social skills, which this idea addresses.

Sixth, seventh, and eighth grade learning handicapped students assume the role of employees, who are ranked daily on their performance in the classroom. To earn their wages they must arrive on time for each class, produce acceptable work by a deadline, and help create a positive work environment. In addition they can earn wages for self-initiated homework. They can earn extra wages for unusually high performance in these areas.

Privileges go with increased rank, which is determined each day, and all students can achieve the highest rank — supervisor. Probationary employees have no special privileges. Laborers can purchase in the class store and are eligible, but do not have priority, for end-of-day computer activities. Supervisors are able to work in the class fundraising business at noon, have priority for computer activities, and receive overtime pay for normal hours worked.

The employee who earns the most total hours in the school week is honored as "Employee of the Week."

Supervisors, Laborers, and Probationary Employees is a motivational tool that gives students a taste of life on the job. The program is easy to monitor and requires minimal maintenance. The students remain enthusiastic and motivated employees.

The Students

Class size varies from 12 to 16 learning handicapped students, ranging in ages from 11 to 14 years old.

Materials and Facilities

A little chalkboard space and a ledger book are the only materials necessary to begin this program.

Outside Resources

No outside resources are required.

The Staff

For the past 10 years, I have taught in programs for the severely emotionally disturbed, multi-handicapped and learning disabled in the Office of the County Superintendent of Schools. I have also been employed by the Tri-Counties Regional Center as an Intensive Behavior Intervention Specialist.

Overall Value

Our students have become thoroughly involved in *Supervisors, Laborers, and Probationary Employees*. They fully grasp the intent of the project and enjoy the novelty of the experience. Several times over the past two years we've had to limit the number of extra credits students could earn as a few parents commented that their over-enthusiastic children were spending an excessive number of hours on work at home in an effort to earn "Employee of the Week" honors. Voluntary homework was unheard of prior to the use of this idea.

More Information

Joel Sheldon
Kermit McKenzie Junior High School
4710 West Main Street
P. O. Box 788
Guadalupe, CA 93434
(805) 343-1951

Dr. Audrey O'Neil, Assistant Superintendent
Office of the County Superintendent of Schools

Business Partner

Arco Oil & Gas Company

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Tebeos

Grades 6-12

Foreign Language
Art

More Information

Carolyn Looney
Cabrillo High School
4350 Constellation Road
Lompoc, CA 93436
(805) 733-4538

Debra Bradley, Principal
Lompoc Unified School District

Business Partner

Arco Oil & Gas Company

The Idea

As a regular monthly assignment, students make a Spanish language comic strip. The object is to use Spanish vocabulary in a creative and humorous way. Because it is a continuing assignment, the students are on the lookout for ideas all month as new vocabulary is introduced. Sources for the drawings may be a newspaper's comic strips or cartoons but students are encouraged to draw their own. They cannot translate, however, for the captions must be their own. They must also use words, phrases, or idioms that they know or to which they have been exposed. Originality is stressed and good taste is required.

I correct the *Tebeos* or comics. Each student then reads his/her own to the class and the students choose the best ones to hang on the wall to represent their class. When all of the *Tebeos* are on the wall, the classes vote to select the best five to hang in the library.

State Framework

This monthly activity forcefully promotes one of the major objectives of foreign language instruction as stated in the foreign language framework, namely, oral communication. In creating *Tebeos*, students draw real life situations in which conversation and commentary occur naturally in everyday Spanish.

The Students

I have used variations of this idea with sixth grade exploratory Spanish classes and college advanced classes. The drawings have ranged from stick figures to artistically rendered paintings. The writing has varied from a single word to advanced conversational captions. Last school year about 175 students were involved in writing *Tebeos* at the high school level.

Materials and Facilities

No special facilities are required and as described earlier, materials can be as simple as paper and pencil or clippings from the newspapers.

Outside Resources

No outside resources are required.

The Staff

I have taught Spanish for five years at Cabrillo High School, Spanish and English at Vandenberg Middle School for 17 years, and Spanish at Allan Hancock College for eight years. I am currently Foreign Language Department chairperson at Cabrillo High School.

Overall Value

Every time the students are exposed to new vocabulary words, they start thinking of their future *Tebeos*. Some make several ahead of time. They have a reason for learning new vocabulary. The oral reading, the visual art work, and the humor are extremely helpful in vocabulary retention. This lesson extends learning beyond the classroom. Additionally, there are other positive aspects to this simple assignment. Students see themselves and others in a creative role as they gain conversational and writing skills. Learning becomes cooperative since students solicit opinions and ideas from each other.

Disseminators/Adapters Ideas, 1985-1988

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ADAPTER GRANT DINNER

Santa Barbara Museum of Natural History

Photos by John Ferenz

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Bilingual Spelling

Grades K-6

Bilingual, ESL, Foreign Language

More Information .... **1985 Catalog**

Les Benson/Carol Hansen/Reyes Villalpando, Franklin School
1111 East Mason Street, Santa Barbara, CA 93101
(805) 963-4283

Dr. Blas Garza, Jr., Principal
Santa Barbara School District

Business Partner

Exxon Education Foundation

The Idea

Bilingual Spelling is the only Spanish spelling system compatible with the San Mateo Spelling Program. Like it, this is a skill-based phonetic system that develops spelling, reading, writing and study habits in a sequential, organized manner.

New Method for Learning Irregular Verbs

Grades 7-12

ESL, Foreign Language, Language Arts

More Information .... **1986 Catalog**

Lydia Swanson, Santa Barbara High School
700 E. Anapamu Street, Santa Barbara, CA 93103
(805) 966-9101

Rudy Aguilera, Principal
Santa Barbara High School District

Business Partner

Santa Barbara Bank & Trust

The Idea

Instead of using an alphabetized list of the most commonly used irregular verbs, the students use ten cards, which have verbs grouped according to noticeable similarities and/or phonetic patterns. The students are asked to learn the definition of each verb in their own primary languages before learning the tenses of the irregular verbs.

Picturing the Parts of Speech

Grades 4-12

Language Arts, Foreign Language, ESL

More Information .... **1988 Catalog**

Barbara Landon, Santa Ynez High School
2975 East Highway 246, Santa Ynez, CA 93460
(805) 688-6487

Dean Anders, Principal
Santa Ynez Valley Union High School District

Business Partner

Rancho Los Potreros, Elizabeth Chamberlin

The Idea

This idea helps students learn parts of speech by making and discussing noun, verb, adjective and adverb posters.

Adapters

- *Joann Ganoe*, Fesler School

  Business Partner: Medical Advisory Services

  Adaptation: Parts of speech posters are a springboard for writing sentences and stories in a junior high Opportunity class.

- *Sheila Whitefield*, Adam School

  Business Partner: Hall, Hurley, Deutsch Architects

  Adaptation: *Record Posters* are part of an integrated language arts and music unit in 5th grade.

Bilingual, ESL, Foreign Language

The Spanish-English Exchange

Grades 9-12

Bilingual, ESL, Foreign Language

More Information .... **1985 Catalog**

Dr. Alice Addison, Santa Maria High School
901 South Broadway, Santa Maria, CA 93454
(805) 925-2567, Ext. 290

Dr. Dean Reece, Principal
Santa Maria Joint Union High School District

The Idea

In an attempt to provide real and purposeful communication often not available in the first-year study of a foreign language, teachers in Spanish and ESL join their classes at regular intervals to practice basic functions, such as greetings, leave-takings, giving and seeking information about family life, personal likes and dislikes.

Adapters

- *Frank Whittington*, Retired from Santa Ynez High School

  Business Partner: Exxon Education Foundation

  Adaptation: Incorporates ESL students into Spanish class activities.

- *Kathy Gersdorf*, Righetti High School

  Business Partner: Hall, Hurley, Deutsch Architects

  Adaptation: Uses idea's techniques to develop language use in community setting. Students are deaf or have speech and language impairment.

Toward Complete Expression

Grades 7-12

Foreign Language

More Information .... **1986 Catalog**

Ben Esparza, Retired from Cabrillo High School
Lompoc Unified School District

Contact through IMPACT II

Business Partner

Lompoc Lumber Company

The Idea

Using a system for mastering all Spanish verb tenses, even first-year students are able to express their thoughts in Spanish more completely, accurately and freely.

Business

Student Store

Grades 9-12

Business

More Information .... **1985 Catalog**

Ruben Salazar, Santa Maria High School
901 South Broadway, Santa Maria, CA 93454
(805) 925-2567

Dr. Dean Reece, Principal
Santa Maria Joint Union High School District

Business Partner

Exxon Education Foundation

The Idea

The *Student Store* is designed to train students in sales, marketing, and merchandising techniques. Training includes work in selling, cashiering, inventory control, display, advertising, buying, accounting, payroll, and employee supervision.

Communication Workshop

Grades 9-12

Communication, Language Arts

More Information .... **1985 Catalog**

Quinn Plante, Righetti High School
941 E. Foster Road, Santa Maria, CA 93455-3399
(805) 937-2051

Dr. Gerald Walsh, Principal
Santa Maria Joint Union High School District

The Idea

To enhance student communication skills, students are required to keep a notebook with specific entries and are assigned communication activities to complete outside the class. In the classroom, students discuss and practice effective communication skills in dyads and small groups.

Adapters

- *Jerry Byford*, Santa Maria High School

  Business Partner: Santa Barbara Research Center

  Adaptation: This idea and *Fifteen-Minute Health Lessons* are combined to teach grooming/communication skills needed by special education students for employability.

Eagles We Are Proud to Be

Grades K-1

Classroom Management

More Information .... **1987 Catalog**

Louise Emmons, Crestview School
Utah Avenue, Vandenberg Air Force Base, CA 93437
(805) 734-2896

Don Ribble, Principal
Lompoc Unified School District

Business Partner

Air Force Association, Robert H. Goddard Chapter

The Idea

"Eagles — We Are Proud to Be, Eagles from F-3," the name and slogan of Louise Emmons' K-1 class, forms the basis for a series of activities — selection of class name, motto, and other class symbols; various logs and journals that students share with each other; a Memory Book for each student at the end of the year. All are designed to build class spirit and student self-esteem within a positive classroom management system.

Adapters

- *Carol Asta*, Los Berros School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: In Learning Handicapped class, adds journals, "Special Person of the Week," with parent visits when their child is honored.

- *Marty Cavenagh*, Crestview School

  Business Partner: GTE-California

  Adaptation: Adds cooperative learning and a positive behavior management chart to original idea.

- *Linda Hollis*, College School

  Business Partner: Community Bank of Santa Ynez Valley

  Adaptation: Combines idea with social science and science to help kindergarten students develop self-understanding and appreciation.

- *Martha Lyons-Holden*, Office of the County Superintendent of Schools

  Business Partner: Santa Barbara Research Center

  Adaptation: As a psychologist, uses idea with individuals and small groups in classes where special education students are mainstreamed.

Classroom Management/ Communication/Self-Esteem

Getting to Know You

Grades K-6

Communication, Language Arts

More Information .... **1985 Catalog**

Dr. Will Hayes, Retired from Vieja Valley School
Hope School District

Contact through IMPACT II

The Idea

How well a teacher knows a child can determine how well education can be tailored to the child. Each end-of-the-day dismissal time is used to learn about the child's life, interests, background, knowledge of the community, state, nation, world.

Adapters

- *Molly Rosecrance*, Montecito Union School

  Business Partner: Exxon Education Foundation

  Adaptation: Used to build identity in class with 12 new students.

Mailbox

Grades 2-5

Language Arts, Classroom Management

More Information .... **1988 Catalog**

Ellen Schwartz, Miguelito School
1600 West Olive Street, Lompoc, CA 93436
(805) 735-8327

David Manship, Principal
Lompoc Unified School District

Business Partner

Ballard, Inouye and Walker

The Idea

Students use the mailbox to send messages to the teacher and to their classmates. The teacher uses the mailbox for responding to student letters, sending thank you notes, and relaying positive comments about classroom behavior or other events. Letters to individual students or mass communications from the office are also placed in the mailbox.

Adapters

- *David Huneycutt*, Los Berros School

  Business Partner: ERA Hunter Realty

  Adaptation: Combines *Mailbox* and *Character Letters*. Fifth grade students assume the roles of characters from books and communicate with each other via mailboxes in a "post office."

- *Joel Orr*, Cold Spring School

  Business Partner: Jostens, Inc.

  Adaptation: Incorporates *Mailbox* into his unit for fifth graders on the U.S. postal system.

- *Jane Swanson*, Miller School

  Business Partner: Santa Barbara Research Center

  Adaptation: Third graders focus on various purposes for sending mail related to different parts of the curriculum as well as delivering class mail.

- *Joel Williamson*, Jonata School

  Business Partner: Santa Ynez Valley Board of Realtors

  Adaptation: Fourth graders communicate within the classroom using the word processor. By utilizing a modem, they write to pen pals from another state.

Mystery Guest

Grades 2-12

Communication, Social Studies

More Information .... **1986 Catalog**

Rita Levin, Formerly at Mountain View School
Goleta Union School District

Contact through IMPACT II

Business Partner

Tracor Aviation, Inc.

The Idea

Every other week a parent or other community member *Mystery Guest* comes to the classroom with an occupation or hobby to share. During the first 15 to 20 minutes, the students attempt to figure out what the occupation or hobby is. The *Mystery Guest* then reveals him/herself and spends an additional 20 to 40 minutes elaborating on various facets of his/her job or hobby.

Mystery Guest *(Continued)*

Adapters

- *Lynn Irwin*, Vieja Valley School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Parents are *Mystery Guests* in social science to enrich first graders' study of community helpers.

- *Susan Kipp*, Franklin School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Bilingual kindergarten students use an idea developed with older students.

- *Terrie McLaughlin*, Lompoc Valley Middle School

  Business Partner: Taco Bell of Buellton, Goleta, Lompoc and Santa Barbara

  Adaptation: Uses idea with sixth grade science students to introduce them to health care professionals.

Adapters

- *Mary Ellen Braun/Phyllis Morrison*, Ellwood School

  Business Partner: Applied Magnetics Corporation, J. C. Penney

  Adaptation: With younger students (Grade 1), has "Student of the Day" and develops notebooks for reading experience.

- *Greta Morss*, Solvang School

  Business Partner: Santa Barbara Bank & Trust

  Adaptation: In sixth grade, combines this idea with *Autobiographies* and *Bookbones and Bookbellies* in integrated writing and art activities to enhance student self-esteem.

- *Gail Pereira/Karen Porter*, Olga Reed School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Adds the use of photos of all *Mystery Students* in a class book.

- *Ellen Schwartz*, Miguelito School

  Business Partner: ERA Hunter Realty, Lilley Insurance Company

  Adaptation: Combines this idea with *What Am I?* to teach students "detective skills" for identifying mystery students and then mystery animals.

Mystery Student

Grades 3-6

Language Arts, Self-Esteem

More Information .... **1987 Catalog**

Susan Hoag, Kellogg School
475 Cambridge Drive, Goleta, CA 93117
(805) 681-1277

Ron Wilmot, Principal
Goleta Union School District

Business Partner

Delco Systems Operations

The Idea

Mystery Student is designed to encourage students to see their classmates as unique individuals with special qualities, to respect abilities and find class members with similar interests. Students write autobiographies for a class book. These are used as they try to identify each week's *Mystery Student* from clues given by the teacher.

Speaker's Bureau of Disabled Students

Grades 1-12

Communication, Special Education, Social Studies, Health, Science

More Information .... **1986 Catalog**

Linda Wyatt, Santa Maria High School
901 Broadway, Santa Maria, CA 93454
(805) 925-2567

Dr. Dean Reece, Principal
Santa Maria Joint Union High School District

Business Partner

Smith Transportation Company

The Idea

The *Speaker's Bureau* enables students in the high schools who have physical disabilities to speak to regular education classes and explain about their disabilities and how they affect their lives.

Speaker's Bureau of Disabled Students

(Continued)

Adapters

- *Catherine Pedron*, Righetti High School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Severely disabled student speakers use photo displays from their classroom, as well as equipment, to teach regular education students about how they learn.

  Adaptation: Volunteer peer tutors in home economics lasses work with mainstreamed learning-disabled students also enrolled in these courses and evaluate their experiences.

- *Suzanne Dalton*, McKinley School

  Business Partner: Sunset Realtors

  Adaptation: Combines this idea with *Fun with the Computer and Friends*. Students from Grades 2, 5, and 6 and the Center for Therapeutic Education serve as tutors and friends for severely developmentally disabled students. They do computer academic/game programs, library reading and fine motor skills training.

Special Friends

Grades 1-6

Special Education, Communication, Language Arts

More Information .... **1985 Catalog**

Cindy Snyder Cornejo, El Camino School
219 West El Camino, Santa Maria, CA 93454
(805) 928-1783, Ext. 271

Art Delgadillo, Principal
Santa Maria-Bonita School District

The Idea

The *Special Friends* program is designed to integrate regular elementary classroom students with those in the Severely Handicapped program. The regular class students serve in a variety of ways as peer tutors. The students work on a one-to-one basis tutoring academic skills, playing games to teach leisure skills, or just being friends.

Adapters

- *Sharen Eaglen*, Dos Pueblos High School

  Business Partner: McDonald's Restaurants

  Adaptation: Nondisabled high school students take a credit course and spend one period a day doing peer tutoring and participating in community-based programs with special education high school age students. They keep a daily journal.

- *Katherine Iverson*, Vandenberg Middle School

  Business Partner: Quintron Systems

Teacher's Pet

Grades K-6

Language Arts, Self-Esteem

More Information .... **1986 Catalog**

Susan Hillway, Montecito Union School
385 San Ysidro Road, Santa Barbara, CA 93108
(805) 969-3249

Dr. Bronte Reynolds, Superintendent/Principal
Montecito Union School District

Business Partner

Pepsi Cola Bottling Company of Ventura

The Idea

The three components of this idea provide practice in writing skills, self-esteem for the featured students, and organization for handling classroom chores and responsibilities. Each week one child is featured as *Teacher's Pet*.

Adapters

- *Dr. Judy Compton*, Montecito Union School

  Business Partner: Pepsi Cola Bottling Company of Ventura

  Adaptation: Adds written interviews by students of the "Student of the Week," which are compiled in a book.

- *Joseph Iverson*, Cabrillo High School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Foreign language students write positive statements about classmates in the languages they are studying.

Fun with the Computer and Friends

Grades 3-6

Special Education, Computers

More Information .... **1985 Catalog**

Florene Bednersh, Office of the County
Superintendent of Schools
P. O. Box 6307, Santa Barbara, CA 93160-6307
(805) 964-4711

Dr. Audrey O'Neil, Assistant Superintendent
Office of the County Superintendent of Schools

The Idea

Fun with the Computer and Friends provides daily micro-computer activities for children with severe handicaps and their non-handicapped peers. It is a set of fun activities tied to specific programs on a floppy disk. The non-handicapped child is provided with lists of programs and some suggested activities to do with his/her friend.

Adapters

- *Karen Baugher*, Office of the County Superintendent of Schools (Solvang School)

  Business Partner: Exxon Education Foundation

  Adaptation: Peer tutors work with special education students on the computer using academic software.

- *Suzanne Dalton*, McKinley School

  Business Partner: Sunset Realtors

  Adaptation: Combines this idea with *Special Friends* in a peer tutoring project which includes computer academic/game programs.

Introducing LOGO

Grades K-3

Computers

More Information .... **1985 Catalog**

Cyndy Everest-Bouch, Formerly at Jonata School
Buellton Union School District

Contact through IMPACT II

The Idea

This unit is designed to motivate and prepare students in K-3 for programming in LOGO. The program integrates both off-line and on-line activities.

Adapters

- *Geneva Dayton*, Vieja Valley School

  Business Partner: Exxon Education Foundation

  Adaptation: Combines *Family Math* with this idea to develop computer skills and provide math reinforcement at home.

- *Louise Fisher*, Aliso School

  Business Partner: Exxon Education Foundation

  Adaptation: After "off-line" preparation of students for work with computers, they have ongoing activities in the computer lab for the rest of the year.

Using Computers with Language Arts, Science, Social Studies

Grades 2-8

Computers, Interdisciplinary Programs

More Information .... **1987 Catalog**

Carolyn Miles Shupe, Mountain View School
5465 Queen Anne Lane, Santa Barbara, CA 93111
(805) 681-1284

Albert Zonana, Principal
Goleta Union School District

Business Partner

Raytheon

The Idea

The computer is used as a teaching tool for composing and editing student-developed, written activities in the curriculum areas of language arts, science and social studies. Students are encouraged to help each other with composing and editing.

Drug Use and Abuse

Grades 6-12

Communication, Language Arts, Health, Science

More Information .... **1986 Catalog**

Mary Ann Weyandt, Cabrillo High School
4350 Constellation Blvd., Lompoc, CA 93436
(805) 733-4538

Ms. Debra Bradley, Principal
Lompoc Unified School District

Business Partner

Valley Medical Clinic

The Idea

Students have an opportunity to explore the topic of drugs, their uses and abuses, while learning the valuable communication skills of writing, speaking, discussing, and listening. Students expand their levels of thinking using this program.

Adapters

- *Sharon Ferrer/Ken Gruendyke*, Refugio High School

  Business Partner: Los Padres Savings Bank

  Adaptation: Idea is used in classes at an alternative high school with the assistance of Kleinbottle/SAY counselors.

Fifteen-Minute Health Lessons

Grade K

Health

More Information .... **1985 Catalog**

Charlotte Barnard, Crestview/Fillmore/
La Honda Schools
Utah Avenue, Vandenberg Air Force Base, CA 93437
(805) 734-2896

Principals: Don Ribble, Wyland Fuller,
Tonya Opfermann
Lompoc Unified School District

Business Partner

Exxon Education Foundation

The Idea

A health and safety unit consisting of 12-15 fifteen-minute lessons for kindergarten students includes explanation, guided group discussion, and activities on such topics as nutrition, dental health, safety, colds and ear infections, grooming, healthy feet, and family responsibility.

Adapters

- *Jerry Byford*, Santa Maria High School

  Business Partner: Santa Barbara Research Center

  Adaptation: Uses parts of this idea with *Communication Workshop* to help special education students learn personal health/grooming skills and communication/social skills needed to be employable.

- *Yvonne Cooper*, Miguelito School

  Business Partner: Arco Oil & Gas Company

  Adaptation: School nurse, who previously worked in secondary schools, uses idea with K-1 students.

- *Louise Emmons*, Crestview School

  Business Partner: Exxon Education Foundation

  Adaptation: Teacher rather than nurse uses program in a kindergarten-grade 1 class.

Fitness Fun

Grades K-6

Physical Education

More Information .... **1986 Catalog**

Esterlyn Birosel, Monroe School
431 Flora Vista Drive, Santa Barbara, CA 93109
(805) 966-7023

Stan Zalatel, Principal
Santa Barbara School District

Business Partner

Exxon Company, U.S.A.

The Idea

Fitness Fun is an ongoing physical education unit that promotes cardio-vascular endurance by incorporating a sequential format for individual and group aerobic activities: Circuit Training, Aerobic Circle, and Fitness Challenge.

Fitness Fun *(Continued)*

Adapters

- *Nancy Brown*, Crestview School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Introduced a movement education program to her school through work with her first graders.

- *Sharen Eaglen*, Dos Pueblos High School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Combines this idea with *Kidercize* to offer developmentally disabled students an aerobic exercise program.

- *Kim Garver*, Monte Vista School

  Business Partner: Santa Barbara Bank & Trust

  Adaptation: Works with K-4 students on motor perception skills using this idea plus other stretching exercises and an obstacle course.

- *Lu Knowles*, Hapgood School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Improved physical education program by using this idea with all fifth graders at her school.

- *Joel Orr*, Cold Spring School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Offers aerobic exercise three days a week as part of overall fifth grade physical education program at his school.

- *Karen Porter*, Alvin School

  Business Partner: Santa Ynez Valley Board of Realtors

  Adaptation: While teaching in Los Alamos District, developed an aerobic exercise program for all students in her school (K-8).

Kidercize

Grades K-6

Physical Education

More Information .... **1986 Catalog**

Helen Rehm, Office of the County Superintendent of Schools
P. O. Box 6307, Santa Barbara, CA 93160-6307
(805) 964-4711

Dr. Audrey O'Neil, Assistant Superintendent
Office of the County Superintendent of Schools

Business Partner

Raytheon

The Idea

Kidercize is a form of aerobic dancing for elementary age students. Popular music increases effort, duration, and intensity, while the students develop cardiorespiratory fitness, strength, and flexibility. Routines are developed consisting of a mixture of locomotor patterns, fundamental movements, stretching, and calisthenics.

Adapters

- *Mary Adams*, Office of the County Superintendent of Schools (Hollister School)

  Business Partner: Delco Systems Operations

  Adaptation: Integrates peer tutors from regular classes with developmentally disabled students through *Kidercize*. Adds the use of parachutes and balloons.

- *Larry Birdsell*, Monte Vista School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: While teaching grade 3, saw *Kidercize* used for an adaptive P.E. student and picked up program for all his students.

- *Veronica Ferenz*, Crestview School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Uses this idea with kindergarten students.

- *Pat Peterson/Barbara Wilson*, Los Padres School

  Business Partner: ERA Hunter Realty, Lilley Insurance Company

  Adaptation: Uses with developmentally delayed and physically handicapped kindergarten students. Made videotape of students using idea.

Movement with a "Snap, Crackle and Pop!"

Grades K-5

Special Education, Physical Education

More Information .... **1985 Catalog**

Helen Rehm, Office of the County Superintendent of Schools
P. O. Box 6307, Santa Barbara, CA 93160-6307
(805) 964-4711

Dr. Audrey O'Neil, Assistant Superintendent
Office of the County Superintendent of Schools

Movement with a "Snap, Crackle and Pop!"

(Continued)

Business Partner

Teacher Excellence Fund, Office of the County Superintendent of Schools

The Idea

Movement with a "Snap, Crackle and Pop!" is a physical education unit using balloons, giant rubberbands, and streamers. These activities uniquely meet the needs of students with exceptionalities as well as students with normal physical needs.

Adapters

- *Mary Adams*, Office of the County Superintendent of Schools (Hollister School)

  Business Partner: Exxon Education Foundation

  Adaptation: Encourages socialization and development of play skills by mainstreaming developmentally disabled students in a music class and using this idea there as well as in the special education exercise program.

- *Maura Kennedy*, Office of the County Superintendent of Schools (Hollister School)

  Business Partner: Raytheon

  Adaptation: Adds "shine" with mylar balloons and streamers to use of streamers and cords and slows down activities to give developmentally disabled students extra time needed for visual and auditory tracking.

New Rules

Grades 4-12

Physical Education

More Information .... 1986 Catalog

Jim Twomey, Villa Esperanza
112-A West Cabrillo Blvd., Santa Barbara, CA 93101
(805) 963-2754

Steve Powell, Director
Office of the County Superintendent of Schools

Business Partner

Tracor Aviation, Inc.

The Idea

New Rules is a positive, growth-oriented system that encourages decision making, sportsmanship, hustle, positive reinforcement, and cooperative behavior, as well as increasing athletic skill levels in sports. Students learn all positions of a given sport.

Noon Sports

Grades 4-12

Physical Education, Special Education

More Information .... 1988 Catalog

David Kiefer, Hollister School
4950 Anita Lane, Santa Barbara, CA 93111
(805) 681-1271

Dennis Naiman, Principal
Goleta Union School District

Business Partner

McDonald's Restaurants

The Idea

Fourth, fifth, and sixth graders, including special education students, choose to participate in a coeducational sports league during the noon hours, three days a week. Sports include flag football, basketball, soccer, volleyball, and softball. Teams' standings are based primarily on good sportsmanship, not game scores, and students referee the games.

Adapters

- *Tim Davis*, Oakley School

  Business Partner: Home Motors

  Adaptation: Integrates his learning handicapped students as he develops a *Noon Sports* program at his school. Uses as part of the school's Positive Discipline system.

Alphabet Stew

Grades K-3

Integrated Learning

More Information .... **1987 Catalog**

Mary Brooks/Laurie Lane, Crestview School
Utah Avenue, Vandenberg Air Force Base, CA 93437
(805) 734-2896

Don Ribble, Principal
Lompoc Unified School District

Business Partner

Embassy Suites

The Idea

Alphabet Stew is an integrated approach to reading, writing, oral language, math, science, music, art, P.E., and social studies. It includes daily writing activities, weekly special events, center activities, cooking and singing activities — all correlated with a sound of the week. It has extended the *R is for Rainbow* approach into the higher level skills of vowel sounds and blends, into writing including more advanced skills such as editing, and into science projects.

Adapters

- *Rhonda Luter*, Buena Vista School

  Business Partner: Ebberts, Inc.

  Adaptation: Simplifies idea for kindergarten and adds more materials.

- *Pat Mann*, Miguelito School

  Business Partner: Taco Bell of Buellton, Goleta, Lompoc and Santa Barbara

  Adaptation: In kindergarten, focuses on curriculum areas of reading and literature.

- *Sylvia Mikkelson Kautz*, Vista del Mar

  Business Partner: Chevron, U.S.A., Inc.

  Adaptation: Adds use of field trips and speakers with kindergarten students.

- *Phyllis Newton*, Los Berros School

  Business Partner: Valley Medical Group

  Adaptation: Adds more activities and modifies writing to group or individual dictation with kindergartners.

- *Mary Pedersen*, Ballard School

  Business Partner: Alisal Guest Ranch

  Adaptation: Has small kindergarten class so places less emphasis on "centers" and integrates idea with "Beginnings" program already in use.

Bears Go To School

Grades K-1

Communication, Language Arts, Mathematics, Science, Social Science, Fine & Performing Arts

More Information .... **1985 Catalog**

Dale Cornwell, Los Olivos School
P. O. Box 208, Los Olivos, CA 93441
(805) 688-4025

Gates Foss, Principal
Los Olivos School District

Mary Pedersen, Ballard School
2425 School Street, Solvang, CA 93463
(805) 688-4812

Kathleen Sherrill, Princial
Ballard School District

Business Partner

Exxon Education Foundation

The Idea

Bears Go to School uses the entire curriculum to facilitate learning for about a month. Students graph bears, count bears, and use patterned bears on the calendar. A short history of the Teddy Bear is discussed. In literature, books are made available for use in the classroom library and read aloud daily.

It is integrated with science and social studies as children learn about real bears in their natural habitat, hibernation, survival, and geographical locations. Bear dramatic play and movement possibilities are endless as are art activities. Teddy Bear Day is a culmination activity.

Adapters

- *Pat Mann*, Miguelito School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Adds "Teddy Bear" contracts for independent work at "bear" related learning stations in her kindergarten class.

- *Gwen Dawson*, Mountain View School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Incorporates ideas from "Bears" into her science unit on "Bunnies," which integrates with math, language arts, and art.

Integrating Logical Thinking and Problem Solving Skills

Grades 5, 6

Communication, Language Arts, Mathematics, Science, Computers, Fine & Performing Arts

More Information .... **1985 Catalog**

Marsha Johnson, El Rancho School
7421 Mirano Drive, Goleta, CA 93117
(805) 681-1265

Carol Johansen, Principal
Goleta Union School District

The Idea

A variety of activities integrated into the daily program have been designed to improve thinking skills and increase the awareness of: 1.) spatial relationships, 2.) patterns, 3.) systematic approaches to problem solving, 4.) designs, 5.) symmetry, 6.) geometric relationships, and 7.) principles of geometry.

Adapters

- *Joel Williamson*, Jonata School

  Business Partner: Exxon Education Foundation

  Adaptation: Integrates this idea's thinking skills strategies with *Cooperative Learning in Math* and ongoing LOGO computer activities in all aspects of the grades 4-5 curriculum.

Junior Architects

Grades 4-8

Mathematics, Social Science, Language Arts

More Information .... **1988 Catalog**

Marsha Johnson, El Rancho School
7421 Mirano Drive, Goleta, CA 93117
(805) 681-1265

Carol Johansen, Principal
Goleta Union School District

Business Partner

Santa Barbara Research Center

The Idea

Junior Architects is a program designed to introduce students to a variety of architectural experiences such as scale and orthographic drawing, visual thinking, and design. It also helps children gain a greater appreciation for their environment and become involved in environmental issues.

Learning Centers/ Plain and Simple

Grade K

Communication, Language Arts, Mathematics, Science, Fine & Performing Arts

More Information .... **1985 Catalog**

Betty Migliore, Teacher on Special Assignment
Santa Maria-Bonita School District
P. O. Box 460, Santa Maria, CA 93456
(805) 928-1783, Ext. 399

The Idea

Learning Centers are fun and need not take "forever" to organize. Each child visits two of the ten centers per day, plus has a small group activity (of 8-12 children) with the teacher (such as reading readiness or math). Centers can cover all areas of the curriculum, including but not limited to, reading, math, listening skills, science, and fine and gross motor activities.

Adapters

- *Carol Georgi*, Delta High School

  Business Partner: Home Savings of America

  Adaptation: Uses learning centers in a high school program for pregnant teenagers and teenage parents. A computer center develops computer literacy skills.

- *Mary Graham*, Miguelito School

  Business Partner: Exxon Education Foundation

  Adaptation: Changed learning centers to emphasize exposure of all students to all activities, emphasize development of independent study skills, and enhance classroom management.

Mini-City

Grades 3-12

Classroom Management, Social Science, Language Arts, Mathematics

More Information .... **1988 Catalog**

Peggy Kahler, Main School
5241 Eighth Street, Carpinteria, CA 93013
(805) 684-4153

Barbara Fileto, Principal
Carpinteria Unified School District

Business Partner

Chevron U.S.A., Inc.

The Idea

Mini-City integrates classroom management and the curriculum using a city government structure while teaching responsibility, accountability, and life skills.

The classroom is run like a small city government from September to June with each student taking turns managing a service in the city.

Rainbow Days

Grades K-3

Integrated Learning

More Information .... **1987 Catalog**

Carol Jensen/Karen Lindquist, College School
3525 Pine, P. O. Box 188, Santa Ynez, CA 93460
(805) 688-6722

Dianne Howe, Superintendent
College School District

Business Partner

Los Padres Savings Bank

The Idea

Using the rainbow as a theme, Carol Jensen and Karen Lindquist have interwoven all content areas of the curriculum — reading, language arts including poetry and literature, social studies, math, science, arts and crafts, and cooking — into a cohesive unit.

Read It, Graph It

Grades K-5

Language Arts, Mathematics

More Information .... **1988 Catalog**

Zulmara Cline, La Canada School
620 West North Avenue, Lompoc, CA 93436
(805) 737-1136

Gerald Schockmel, Principal
Lompoc Unified School District

Business Partner

Lompoc Lumber Company

The Idea

After literature books are shared with a class, the students create a real graph, a pictorial graph, or a symbolic graph that answers a question related to the books. Students listen to stories or read them, then discuss the content. Discussions focus on what they like, would like, know, have, etc., followed by the creation of a graph.

Adapters

- *Louise Emmons*, Crestview School

  Business Partner: Lilley Insurance Company

  Adaptation: Graphs main ideas and characters from books and predicts different outcomes for story endings as well as implementing graphing with various holidays.

- *Lorayne King*, Buena Vista School

  Business Partner: Ebberts, Inc.

  Adaptation: Designed a large, clear plastic graphic overlay which students can use for "hands-on" graphing. Adds graphing in health, social science, and science.

- *Cyndy McDermott*, Oakley School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Uses graphing to focus students' feelings and ideas about books related to science and social science.

- *Lorraine Pregozen*, Joe Nightingale School

  Business Partner: Union Oil Company of California

  Adaptation: Combines this idea with *Real World Math* in an integrated unit about the peanut. Mainstreams a severely developmentally disabled class with her 4-5-6 combined class for some of the activities.

Review of Concepts

Grades K-12

Classroom Management

More Information .... **1987 Catalog**

Kathy Chalfant, Monte Vista School
730 Hope Avenue, Santa Barbara, CA 93110
(805) 687-5333

Larry Birdsell, Principal
Hope School District

Business Partner

Santa Barbara News-Press

The Idea

Students review concepts taught in all areas of the curriculum through a system that uses individualized questions and Bonus Points.

Adapters

- *Mary-Pat King*, Vandenberg Middle School
  Business Partner: Exxon Company, U.S.A.
  Adaptation: Uses idea with middle school students to review art vocabulary and classroom working procedures at the end of the period.

- *Stan Tysell*, Vieja Valley School
  Business Partner: Sunset Realtors
  Adaptation: Varies review of all areas of the curriculum by using group participation or a Quizmatic machine occasionally.

Running the Oregon Trail

Grades 3-6

Physical Education, Social Science, Science, Mathematics, Drama

More Information .... **1988 Catalog**

Ellie Logan, El Rancho School
7421 Mirano Drive, Goleta, CA 93117
(805) 681-1265

Carol Johansen, Principal
Goleta Union School District

Business Partner

Santa Barbara New-Press

The Idea

Running the Oregon Trail is designed to involve students in a physical fitness running program, while motivating them through activities integrating this program with social studies, health, science, mathematics, art, and drama.

Spatial Relationships and Visual Thinking

Grades 4-6

Mathematics, Science, Art

More Information .... **1986 Catalog**

Marsha Johnson, El Rancho School
7421 Mirano Drive, Goleta, CA 93117
(805) 681-1265

Carol Johansen, Principal
Goleta Union School District

Business Partner

Exxon Company, U.S.A.

The Idea

This curriculum has a multitude of math, science, and art projects which enable children to exercise and expand their visual thinking skills.

Adapters

- *Donna Ehret*, Adam School
  Business Partner: Exxon Company, U.S.A.
  Adaptation: Modified for third graders by using geoboards.

- *Julie Padfield*, Miguelito School
  Business Partner: Mr. and Mrs. Fred Harrison
  Adaptation: After using with fifth graders, shared work on visual thinking skills with the entire faculty.

- *Carole Palmer*, Ellwood School
  Business Partner: Exxon Company, U.S.A.
  Adaptation: Uses with a class that includes mainstreamed special education students. Emphasizes pencil-paper activities, ties in with computer activities and the Built Environment Education Program.

Star Wars

Grades 3-8

Classroom Management, Science, Mathematics

More Information .... **1988 Catalog**

Thomas Mills, Los Berros School
3745 Via Lato, Lompoc, CA 93436
(805) 733-3511

James Swartz, Principal
Lompoc Unified School District

Business Partner

Air Force Association, Robert H. Goddard Chapter
Aratex Services

The Idea

Star Wars is designed to motivate students to explore space and also to help the teacher with classroom management. The class is divided into teams of five or six and given a small "spaceship."

Teams earn points for handing in work, getting good marks on tests and quizzes, and being good citizens. These points enable the teams to move on a bulletin board grid of the solar system toward the planets. Student teams plot their courses to intercept moving planets. The first team to reach a planet must research it and find out everything about it before that planet can become part of its "empire."

Trains

Primary Grades

Integrated Learning

More Information .... **1987 Catalog**

Gary Crispin, Los Olivos School
P. O. Box 208, Los Olivos, CA 93441
(805) 688-4025

Gates Foss, Principal
Los Olivos School District

Business Partner

Ken and Lloyd Mills

The Idea

With the entire curriculum focused on trains, the class reads, learns new vocabulary, writes stories and graphs, studies electricity and magnetic fields, does a group mural, sings songs, and learns about the need to help each other.

Autobiographies

Grades 3-8

Language Arts

More Information .... **1986 Catalog**

Lorna Swann Gutshall, Fesler School
1100 East Fesler Street, Santa Maria, CA 93454
(805) 928-1783, Ext. 286

Anna Hamner, Principal
Santa Maria-Bonita School District

Business Partner

Atlas Performance Systems

The Idea

Students participate in activities and compose a series of papers that are compiled into an autobiography.

Adapters

- *Joanna Joste*, El Camino School

  Business Partner: Industrial Medical Group

  Adaptation: Uses in junior high school bilingual as well as English classes to develop writing skills and prepare for the California Assessment Test.

- *Greta Morss*, Solvang School

  Business Partner: Santa Barbara Bank & Trust

  Adaptation: Combines this idea with *Bookbones and Bookbellies* and *Mystery Student* to enhance student self-esteem through writing and art projects.

- *Marilyn Tate*, Los Berros School

  Business Partner: Ebberts, Inc.

  Adaptation: In a grades 3-4 class, students study biographies and write a biography about another student in the class before writing their autobiographies.

Beginning Readers Get into "Books"

Grades K-1

Language Arts, Reading

More Information .... **1986 Catalog**

Louise Simonson, La Canada School
620 West North Avenue, Lompoc, CA 93436
(805) 737-1136

Gerald Schockmel, Principal
Lompoc Unified School District

Business Partner

Bank of America

The Idea

Beginning readers who have difficulty remembering single sight words learn them in context while they read and illustrate their own "books."

Adapters

- *Adriana Daily*, Ballard School

  Business Partner: Mary and William Sauer

  Adaptation: Adds the making of simple books based on old favorite stories.

- *Susan Schroeder*, Buena Vista School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Uses personalized student-made books with kindergarten students ready for reading.

Best Newspaper

Grade 1

Communication, Language Arts

More Information .... **1985 Catalog**

Laurie Lane, Crestview School
Utah Avenue, Vandenberg Air Force Base, CA 93437
(805) 734-2896

Don Ribble, Principal
Lompoc Unified School District

Business Partner

Exxon Education Foundation

The Idea

Best Newspaper is used to heighten the child's awareness of writing for a purpose, and to broaden awareness of school and community.

The students become news reporters and write or dictate an idea of interest. These news articles are compiled in a class newspaper.

Book Sale

Grades 3-12

Language Arts

More Information .... **1986 Catalog**

Wayne Larson, Vieja Valley School
434 Nogal Avenue, Santa Barbara, CA 93110
(805) 967-1239

Richard Blowers, Principal
Hope School District

Business Partner

Carl Lindros, Santa Barbara Securities

The Idea

In this ongoing activity, students select and read a book of appropriate difficulty then make a presentation to "sell" the book to classmates. Students bid on the book by estimating the number of days needed to read it. After completing the book, the buyer has a structured interview with the seller.

Bookbones and Bookbellies

Grades 3-8

Communication, Language Arts

More Information .... **1985 Catalog**

James Galvez, Tunnell School
1248 East Dena Way, Santa Maria, CA 93454
(805) 928-1783, Ext. 313

Tom Karling, Principal
Santa Maria-Bonita School District

Business Partner

Exxon Education Foundation

The Idea

Each student writes, illustrates, and binds a book, thus becoming a "published" author.

Adapters

- *Toni Bianchi*, Mary Buren School

  Business Partner: Exxon Education Foundation

  Adaptation: Has each fifth grader make a bound, a pop-up, and an accordion book during the year.

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- *Gwen Dawson*, Mountain View School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Student-written and published books are read by classmates during Sustained Silent Reading.

- *Pamela Duke*, Fillmore School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: As a reading specialist, makes the writing process easier for her students by adding pictures in place of certain words. Completed books are displayed at Young Authors Fair.

- *Janet Friedlos*, Formerly at Ballard School

  Business Partner: Exxon Education Foundation

  Adaptation: Uses idea to improve bookbinding in bookmaking program.

- *Greta Morss*, Solvang School

  Business Partner: Santa Barbara Bank & Trust

  Adaptation: Combines this idea with *Autobiographies* and *Mystery Student*.

- *Connie Ponce*, Miller School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Students in a third grade bilingual class write and bind autobiographies and "books" (summaries) about subject matter in social science to be used in lieu of standard methods of evaluation.

- *Jane Swanson*, Miller School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Second graders write and illustrate pages for class books on science and social science as well as literature before doing individual books.

- *Karen Wickham*, Casmalia School

  Business Partner: Exxon Education Foundation

  Adaptation: Adds bookwriting and bookmaking to writing program. Encourages students to continue doing books on their own and to enter books in Young Authors Fair.

- *Richard Ziegler*, Battles School

  Business Partner: Hall, Hurley, Deutsch Architects

  Adaptation: Third grade students write books on the computer, then illustrate and bind them.

Books by Kids

Grade K

Communication, Language Arts

More Information .... **1985 Catalog**

Art Kusulas, La Honda School
1213 North A Street, Lompoc, CA 93436
(805) 737-1140

Tanya Opfermann, Principal
Lompoc Unified School District

The Idea

Books by Kids invites students to become involved in authoring and illustrating stories for a series of class books about the alphabet and classroom experiences.

Adapters

- *Ann Carlyle*, Ellwood School

  Business Partner: ABC-CLIO Intellimation

  Adaptation: Books students make are tied to their experiences with mathematics.

- *Linda Martin Bilyeu*, Peabody School

  Business Partner: Amber Engineering, Hendry Telephone Products

  Adaptation: Combines this idea with *Pick-A-Poem* as each student memorizes and collects poetry across the curriculum, which is then bound to take home.

Character Letters

Grades 5-12

Language Arts

More Information .... **1988 Catalog**

Judith Dunn, Santa Maria High School
901 Broadway, Santa Maria, CA 93454
(805) 925-2567

Dean Reece, Principal
Santa Maria Joint Union High School District

Business Partner

Santa Barbara Research Center

The Idea

Character Letters is designed to more actively engage the students in analyzing characters in literature. Instead of writing the usual expository book report on book analysis, the students write either a letter of introduction for one of the main characters in the novel, or a letter from one of the main characters to another character (or to him/herself) explaining a decision or an action.

Adapters

- *David Huneycutt*, Los Berros School

  Business Partner: ERA Hunter Realty

  Adaptation: Combines this idea with *Mailbox* as characters from books communicate with each other.

- *Judith Miller*, Peabody School

  Business Partner: GTE-California

  Adaptation: Idea transferred to elementary school where students first write a group letter then use a word processing program that enables them to easily edit and rewrite their individual letters.

- *Marilyn Tate*, Los Berros School

  Business Partner: Lompoc Transit Mix

  Adaptation: Third graders become the characters in stories in which writing letters is highlighted before writing letters or diary entries.

Classroom Interest Bibliography

Grades K-5

Language Arts

More Information .... **1988 Catalog**

Dr. Joan Hahn, Formerly at La Honda School
Lompoc Unified School District

Contact through IMPACT II

Business Partner

Exxon Company, U.S.A.

The Idea

Throughout the year, students orally share, in small groups, the books read in and out of class. The group, through teacher-led discussion, helps the student who has reported decide the book's subject category. He/she then enters the title, author, publishing information, and a brief annotation in the Interest Bibliography.

Classroom Interest Bibliography *(Continued)*

Adapters

- *Donna Wall*, Cuyama School

  Business Partner: Arco Oil & Gas Company

  Adaptation: The most advanced readers in second grade begin a reference book for stories and puppet shows, with other students participating when they are ready.

- *Delia Garnett*, Adam School

  Business Partner: Skyway Engineering, Inc.

  Adaptation: First graders make pop-up books across the curriculum with emphasis on science and social science.

- *Karen Schockmel*, Crestview School

  Business Partner: Lompoc Lumber Company

  Adaptation: Uses pop-up books in an integrated unit on shadows, which emphasizes science.

Conversational Pop-ups

Grades 1-6

Communication, Language Arts

More Information .... **1987 Catalog**

Virginia Kern, Crestview School
Utah Avenue, Vandenberg Air Force Base, CA 93437
(805) 734-2896

Don Ribble, Principal
Lompoc Unified School District

Business Partner

Lompoc Lumber Company

The Idea

Conversational Pop-ups is a series of activities, using reading and interpretation of stories related to family and friends, which integrates and reinforces the students' understanding of relationships. Students write books in which they design "pop-up" illustrations to go with their conversations.

Adapters

- *Lupe Alejandre-Morrisey*, La Honda School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Takes an idea developed for use with students with reading or social skill problems and uses it with bilingual first graders. Students dictate stories about animals.

- *Vivian Dew*, La Honda School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Students make pop-up books on original and holiday themes as well as expanded read-aloud literature books.

Fifty Book T-Shirts

Grades 2-6

Reading

More Information .... **1986 Catalog**

Florence Franta, May Grisham School
610 Pinal Street, Orcutt, CA 93455
(805) 937-6131

Don Brown, Principal
Orcutt Union School District

Business Partner

Home Savings of America

The Idea

The *Fifty Book T-Shirt* is an award "club" that motivates children to read books and give brief oral or written reports to teacher and parents.

Adapters

- *Laura Dias*, Pine Grove School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Involves librarian in helping students select appropriate books. Principal reinforces importance of reading through a school-wide reading program.

- *Viola Garcia*, Franklin School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Uses with a second grade bilingual class to encourage reading at home

- *Catherine Morgan*, Patterson Road School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Second and third grade students report on books they read and receive recognition for each 10 books read.

Fingerspelling for Spelling Success

Grades K-6

Special Education, Communication, Language Arts

More Information .... **1987 Catalog**

Tory Bowen, Washington School
290 Lighthouse Road, Santa Barbara, CA 93109
(805) 965-6653

Clay Dunaway, Principal
Santa Barbara School District

Business Partner

Tracor Aviation, Inc.

The Idea

The use of fingerspelling (the American Sign Language manual alphabet) provides tactile feedback to assist students in mastering correct spelling.

Adapters

- *Carol Hansen*, Franklin School

  Business Partner: McDonald's Restaurants

  Adaptation: Uses with partially deaf mainstreamed student in class as well as with Spanish to English transition teaching in reading and writing. Cooperative learning groups use for spelling.

- *Jeanie Sickafoose*, Cold Spring School

  Business Partner: Smith, Falck, Caesar and Seider Insurance

  Adaptation: Uses with first grade students and encourages them to practice fingerspelling at home.

- *Maureen Vickery*, Office of the County Superintendent of Schools (Cuyama Valley High School)

  Business Partner: Industrial Medical Group

  Adaptation: Uses in English with learning disabled high school students. After mastery, they demonstrate sign language in high school English and elementary special education classes.

Fun in Finding Facts

Grades 6-12

Communication, Language Arts

More Information .... **1985 Catalog**

Dr. Will Hayes, Retired from Vieja Valley School
Hope School District

Contact through IMPACT II

The Idea

Knowing facts is a prerequisite for understanding and solving problems. The Almanac is an important source of factual information and students need to develop skill in using it.

Dr. Hayes has developed *Fun in Finding Facts*, a free workbook, which can be adapted to the specific almanac being used.

How to Use the Telephone Directory

Grades 6-12

Communication, Language Arts

More Information .... **1985 Catalog**

Dr. Will Hayes, Retired from Vieja Valley School
Hope School District

Contact through IMPACT II

The Idea

The telephone directory is a vast storehouse of information. Eight lessons have been developed by Dr. Hayes to make the directory more useful and meaningful so students can save time and open new doors of knowledge.

I Can Read

Grade K

Remedial, ESL, Communication, Language Arts

More Information .... **1985 Catalog**

Carol M. Bantz, Teacher on Special Assignment
P. O. Box 460, Santa Maria, CA 93456
(805) 928-1783, Ext. 399

Santa Maria-Bonita School District

The Idea

I Can Read involves students in reading, comprehension, and printing practice, allowing each student the freedom to work at his/her own pace. The students use teacher prepared sentence strips to develop story booklets, which they illustrate. This experience readies students to create their own story books.

Adapters

- *Ronnie Mathias*, Righetti High School

  Business Partner: Southern California Gas Company

  Adaptation: Uses with learning handicapped high school students who develop picture sentences to learn independent living food preparation skills.

I Can Read. I Can! I Can!

Grades K-1

Reading, Language Arts

More Information .... **1987 Catalog**

Eileen Francis, Roosevelt School
1990 Laguna Street, Santa Barbara, CA 93101
(805) 563-2062

Julio Corella, Principal
Santa Barbara School District

Business Partner

McDonald's Restaurants

The Idea

Each day during the introduction of pre-primer vocabulary, 9-12 students individually and as a group read 3-4 sentences prepared by the teacher for each child. These sentences are personalized and vocabulary is extended through some rebus words.

An Important Piece of Paper

Grades 6-9

Social Science, Language Arts

More Information .... **1986 Catalog**

Sandra Holland, Lompoc Valley Middle School
234 South N Street, Lompoc, CA 93436
(805) 736-2371, Ext. 291

John Lemon, Principal
Lompoc Unified School District

Business Partner

Lompoc Record

The Idea

The multi-sensory approach is used to increase the awareness and use of the local newspaper. The activities introduce students to newspaper definitions, format, aims, and information. When the discussion, problem-solving, and activities are completed, students have a booklet that reflects their awareness of the newspaper.

Adapters

- *Rosemary Cabe*, Lompoc Valley Middle School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Learning handicapped students do newspaper activities related to reading, language arts, social studies, and math.

- *Beverly King*, Santa Barbara High School

  Business Partner: Santa Barbara Bank & Trust

  Adaptation: Older students in a resource class use the newspaper with the computer to improve their reading and writing skills.

A Multi-Sensory Approach to Composition for the Young Child

Grades K-3

Communication, Language Arts, Fine & Performing Arts

More Information .... **1985 Catalog**

Linda Wiezorek, Los Berros School
3745 Via Lato, Lompoc, CA 93436
(805) 733-3511

James Swartz, Principal
Lompoc Unified School District

The Idea

A multi-sensory approach to composition begins with free and constructed play with toys, games, and other manipulatives. Students move from these forms of play to representation — in the form of music, art, or oral expression — and ultimately write stories.

Adapters

- *Corinne Araki-Kawaguchi*, Alvin School

  Business Partner: Exxon Education Foundation

  Adaptation: Second grade students keep daily journals and do weekly creative writing projects with goal of creating publications for Book Fair.

Personalized Story Charts

Grades K-3

Foreign Language

More Information .... **1985 Catalog**

Beatrice Powers, Bruce School
601 West Alvin Avenue, Santa Maria, CA 93454
(805) 928-1783, Ext. 262

Herb Talledge, Principal
Santa Maria-Bonita School District

The Idea

Personalized Story Charts focus on the individual child and his or her experiences to develop reading and handwriting skills. Students generate a story around the person whose name is chosen on "story day." At the completion of the story, the children and the teacher read the story aloud as a class "choral reading." The chart is then used for handwriting practice.

Adapters

- *Carlota Villalobos*, Adam School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Uses this idea as one of the first grade bilingual classroom's learning centers.

Pick-A-Poem

Grades K-1

Communication, Language Arts

More Information .... **1985 Catalog**

Karen Porter, Alvin School
301 East Alvin Avenue, Santa Maria, CA 93454
(805) 928-1783, Ext. 254

Raymond Torres, Principal
Santa Maria-Bonita School District

The Idea

Pick-A-Poem is a program designed to develop oral language and auditory skills, and a genuine interest in poetry. Activities are tied to class curriculum and seasonal events. Poem reading and projects are used as rewards. People Presenters also come to the class to share poetry.

Adapters

- *Linda Martin Bilyeu*, Peabody School

  Business Partner: Amber Engineering, Hendry Telephone Products

  Adaptation: Combines with *Books by Kids* as students memorize and collect favorite poems for a personal poetry book.

- *Margaret Ontiveros*, Alvin School

  Business Partner: Exxon Education Foundation

  Adaptation: Emphasizes poems related to science or social studies, Spanish poems, and family favorites from parents. Has community volunteers read poems related to their work and interests.

Picturing Literature

Grades 9-12

Language Arts, Social Science, Art

More Information .... **1988 Catalog**

Joyce Kent, San Marcos High School
4750 Hollister Avenue, Santa Barbara, CA 93110
(805) 967-4581

Robert Ferguson, Principal
Santa Barbara High School District

Business Partner

Applied Magnetics Corporation

The Idea

Since students' learning styles vary, the purpose of this project is to involve them in literature in unusual ways. Students research background information about a piece of literature and represent their findings in a creative manner, such as a collage, diorama, poster, magazine, model. Then the researcher presents his/her project to the class.

Adapters

- *Andy Heidemann*, Solvang School

  Business Partner: Santa Ynez Valley Hardware

  Adaptation: Working with short stories, seventh and eighth graders create a visual representation and written description of a story element. They then participate in a school-wide "Literature Expo" which is videotaped.

- *Janet Lepeak*, Los Berros School

  Business Partner: Taco Bell of Buellton, Goleta, Lompoc, and Santa Barbara

  Adaptation: Uses idea with fourth graders as they study California History and research a "typical" person in a time period they choose.

Pixie Puppet Bookmarks

Grades K-3

Communication, Language Arts

More Information .... **1985 Catalog**

Dr. Joan Hahn, Formerly at La Honda School
Lompoc Unified School District

Contact through IMPACT II

The Idea

Pixie Puppet Bookmarks has been developed to enrich reading and language arts by using a simple finger puppet bookmark as a story activity.

Reading Comprehension Stations

Grades 4-8

Language Arts, Reading

More Information .... **1986 Catalog**

Karen Wickham, Casmalia School
P. O. Box K, Casmalia, CA 93429
(805) 937-6515

Kenneth McCalip, Principal
Casmalia School District

Business Partner

Industrial Medical Group

The Idea

Reading Comprehension Stations increases active participation and motivation while strengthening students' comprehension skills. Each student attends two 20-minute stations per day, where varied high-interest activities are available.

Research Reports

Grades 2, 3

Language Arts, Science

More Information .... **1986 Catalog**

Taffy Balch/Laurie McDonald McMahon,
Montecito Union School
385 San Ysidro Road, Santa Barbara, CA 93108
(805) 969-3249

Dr. Bronte Reynolds, Superintendent/Principal
Montecito Union School District

Business Partner

ABC-CLIO Intellimation

The Idea

Writing an animal research project teaches factual writing skills while making the students feel enthusiastic and successful. First, the whole class cooperates and writes a research report together. Then, each child chooses an animal on which to focus.

Start Up Program for Early Readers (SUPER)

Grades K-2

Communication, Language Arts

More Information .... **1985 Catalog**

Reane Becking, Formerly at Adam School
Santa Maria-Bonita School District

Contact through IMPACT II

The Idea

The SUPER Program has teaching units that utilize a hands-on sound box and varied activities to build a foundation for reading.

Adapters

- *Phyllis Newton*, Los Berros School

  Business Partner: Exxon Education Foundation

  Adaptation: Uses sound boxes to systematically teach each letter and its sound to kindergarten students, then follows up with individual work with students and vocabulary enrichment, particularly for bilingual students.

Silent Reading Tableaus

Grades 3-5

Language Arts

More Information .... **1987 Catalog**

Marie Cunningham, La Honda School
1213 North A Street, Lompoc, CA 93436
(805) 737-1140

Tanya Opferman, Principal
Lompoc Unified School District

Business Partner

Center for Individual and Family Therapy

The Idea

Students use journal summaries and tableaus (representations of some scene by a grouping of persons who remain silent and motionless in appropriate postures) to enhance their understanding of silent reading books.

Stump the Teacher

Grades 4-12

Language Arts

More Information .... **1986 Catalog**

Louise Evans, La Cumbre Junior High School
2255 Modoc Road, Santa Barbara, CA 93101
(805) 687-0761

Nancy O'Leary, Principal
Santa Barbara High School District

Business Partner

GTE-California

The Idea

A regular weekly assignment for the students is to bring to class a word which they think (or hope) Louise Evans will be unable to define. She writes the word on the board and then defines it, modeling for the students word analysis using prefixes, suffixes, and word families.

Stump the Teacher

(Continued)

Adapters

- *Antoinette Murphy*, Oakley School

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Uses with third and fourth graders who challenge the teacher with questions stimulated by material from science, social science, and reading textbooks.

Video Grammar

Grades 9-12

Communication, Language Arts

More Information .... **1985 Catalog**

Michael Miles, Righetti High School
941 East Foster Road, Santa Maria, CA 93455
(805) 937-2051

Dr. Gerald Walsh, Principal
Santa Maria Joint Union High School District

The Idea

Video Grammar provides the opportunity for ninth and tenth grade students to learn traditional grammar by viewing video presentations. The tapes consist of 12 twelve-minute teacher prepared segments that cover sentence structure (words, phrases, and clauses).

Visual Vocabulary

Grades 2-12

Special Education, Language Arts, Foreign Language, ESL

More Information .... **1988 Catalog**

Dawn M. Fredrickson, Santa Ynez High School
On leave, 1989-90. Contact through IMPACT II.

Dr. Audrey O'Neil, Assistant Superintendent
Office of the County Superintendent of Schools

Business Partner

Mollenkroen Restaurant

The Idea

Visual Vocabulary uses the high-interest medium of television and its captioned text to increase students' expressive/receptive vocabulary, and reading comprehension. The teacher previews a selected film or video and develops a list of new vocabulary words and idioms taken from the content of the program. Various activities built around the use of the media assist students in learning how to use the vocabulary.

Adapters

- *Susan Rodriguez*, Los Berros School

  Business Partner: Valley Medical Group

  Adaptation: Adds experience with a caption box decoder to a unit on disabilities already developed with fifth graders.

Vocabulary Development Through Awareness of Greek Roots

Grades 9-12

Communication, Language Arts

More Information .... **1985 Catalog**

Janith Cresap Wolcott, Retired from Righetti High School
Santa Maria Joint Union High School District

Contact through IMPACT II

Business Partner

Exxon Education Foundation

The Idea

Students learn Greek prefixes and suffixes and their relationship to English words. Then, each week, they find 8-10 examples in newspapers and magazines, paste them in a notebook, and explain the connection between the root and the English word.

Word Wheel

Grades K-3

Language Arts, Reading, Self-Esteem

More Information .... **1987 Catalog**

Marjorie Sullivan, Vieja Valley School
434 Nogal Drive, Santa Barbara, CA 93110
(805) 967-1239

Richard Blowers, Principal
Hope School District

Business Partner

Santa Barbara Bank & Trust

The Idea

Each student has a tagboard *Word Wheel* with categories such as "happy" or "weather" words. Parents and siblings help students find 10 words which fit a particular category and this homework is shared and discussed by the class. The completed wheel becomes an honor necklace.

Adapters

- *Corinne Araki-Kawaguchi*, Alvin School

  Business Partner: KCOY-TV

  Adaptation: Students read books and learn to do book reports in second grade while being rewarded with seasonally appropriate symbols such as Indian headdress feathers in November or Christmas stockings in December.

- *Lorna Ryan*, Los Padres School

  Business Partner: Arco Oil & Gas Company

  Adaptation: The wheel is used for each week's spelling words which are taught by a resource specialist using multi-sensory activities. The wheel goes home at the end of the week.

Writing for Real Audiences

Grades 4-12

Language Arts, Social Science

More Information .... **1986 Catalog**

Andree Licoscos, Santa Maria High School
901 South Broadway, Santa Maria, CA 93454
(805) 925-2567

Dr. Dean Reece, Principal
Santa Maria Joint Union High School District

Business Partner

Santa Barbara Research Center

The Idea

Students write a letter, story, or essay destined to be answered and/or read and/or commented on by students of another grade level. The purpose of the piece may be to write a letter voicing concerns or asking questions about a higher grade level, to write a story for a lower grade level, or to write an essay giving advice to younger students.

Adapters

- *Daniel Callahan*, Formerly at Cold Spring School (Contact at Vandenberg Middle School)

  Rodger Dawson, Santa Barbara High School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Sixth graders and eleventh and twelfth grade English students write about such topics as capital punishment for each other, comment on each other's papers and then meet jointly for discussion.

- *Jerry Swanitz*, Santa Ynez High School

  Business Partner: Nielsen's Market

  Adaptation: Students in different sections of the Writing Lab read and evaluate their peers' work. Evaluators edit and revise essays using the word processor.

You, Thoreau, and Nature

Grades 11, 12

Communication, Language Arts

More Information .... **1985 Catalog**

Joyce Kent, San Marcos High School
4750 Hollister Avenue, Santa Barbara, CA 93110
(805) 967-4581

Robert Ferguson, Principal
Santa Barbara High School District

Business Partner

Exxon Education Foundation

The Idea

You, Thoreau, and Nature is a unit which brings students, nature, and Henry David Thoreau together through observation of plants and outdoor experiences, which are recorded in the students' journals. The *Walden* is used to compare Thoreau's experiences and writing with their own.

Adapters

- *Rodger Dawson*, Santa Barbara High School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Integrates American literature and writing with ecology using this idea's suggestions for field trips and writing experience settings.

Be a Hit with Baseball Cards

Grades 5-9

Mathematics

More Information .... **1988 Catalog**

Judy Blue, Lakeview School
3700 Orcutt Road, Santa Maria, CA 93455
(805) 937-5586

Dale Hyatt, Principal
Orcutt Union School District

Business Partner

Industrial Medical Group

The Idea

Baseball cards are readily available manipulatives that allow you to teach a variety of math concepts such as organizing data, ordering decimals, area, and statistical graphing. Students work in cooperative groups to solve problems with baseball cards.

Computer Constructor

Grades 4-12

Mathematics, Computers, ESL/Bilingual

More Information .... **1988 Catalog**

Gary Smith, Lompoc Valley Middle School
234 South N Street, Lompoc, CA 93436
(805) 736-2371, Ext. 291

John Lemon, Principal
Lompoc Unified School District

Business Partner

Arco Oil & Gas Company

The Idea

Computer Constructor is a computer program that mimics the use of a compass and straightedge. Students use it to practice and explore the ideas and techniques of constructing geometric figures. This program was designed to augment and facilitate geometry lessons available in textbooks and from educational publishers.

Cooperative Word Problem Solving

Grades 2-6

Mathematics, Science

More Information .... **1985 Catalog**

Carol Hansen, Franklin School
1111 East Mason Street, Santa Barbara, CA 93103
(805) 963-4283

Dr. Blas Garza, Jr., Principal
Santa Barbara School District

The Idea

Cooperative Learning is a technique where children are taught the skills of working together rather than in competition to create a product. Given a set of written math or science problems and roles to play, the students read and analyze problems, develop strategies to solve them, record answers, and create problems for their peers to solve. Groups are rewarded for the best thought-out responses and for teaching all members the process.

Adapters

- *Carol Bantz*, Teacher on Special Assignment
  Santa Maria-Bonita School District

  Business Partner: Exxon Education Foundation

  Adaptation: Kindergarten students working in cooperative learning groups learn problem solving through sensory involvement with edible objects such as nuts and raisins. Eating the objects is the reward for solving the math problems.

- *Harvey Green*, Santa Ynez High School

  Business Partner: Mary and William Sauer

  Adaptation: Combines cooperative learning with a Boston IMPACT II teacher's idea, *Oral History Builds Basic Skills*, in a high school history class. Students in cooperative work groups share the results of interviews with family and community members about the historical events being studied. The groups then analyze the results and present reports.

- *Diane Mease*, Aliso School

  Business Partner: Exxon Education Foundation

  Adaptation: Uses this idea with sixth graders on Monday-Thursday, then follows up with individual testing on Friday.

Cooperative Word Problem Solving

(Continued)

- *Joanne Thompson*, Peabody School

  Business Partner: Exxon Education Foundation

  Adaptation: Uses idea with a learning handicapped class to supplement the existing math curriculum.

- *Joel Williamson*, Jonata School

  Business Partner: Exxon Education Foundation

  Adaptation: Combines this idea with *Integrating Logical Thinking and Problem Solving Skills* and ongoing LOGO computer activities. Used throughout the curriculum.

Family Math

Grades K-8

Mathematics

More Information .... **1985 Catalog**

Lynda Williams, Monroe School
431 Flora Vista, Santa Barbara, CA 93109
(805) 966-7023

Stan Zaletel, Principal
Santa Barbara School District

The Idea

Family Math is a program designed to encourage parents to play math-related games with their children to build a stronger mathematics understanding.

Adapters

- *Geneva Dayton*, Vieja Valley School

  Business Partner: Exxon Education Foundation

  Adaptation: Integrates this idea with *Introducing LOGO* to develop computer skills and provide math reinforcement at home.

Hand Computers

Grades 2-5

Mathematics

More Information .... **1986 Catalog**

Diane Lemons, Kellogg School
475 Cambridge Avenue, Goleta, CA 93117
(805) 681-1277

Ron Wilmot, Principal
Goleta Union School District

Business Partner

Applied Magnetics Corporation

The Idea

Each day at the beginning of the math period, each student works on mastery of basic addition, subtraction, multiplication, and division facts at his/her own pace. Each student has an envelope containing a personally made hand computer and the fact strips that he/she is in the process of learning for mastery.

Adapters

- *Paula Gonzalez*, Fairlawn School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Uses hand computer device for individualized teaching of letter sounds to kindergarten students.

- *Susan Schroeder*, Buena Vista School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Uses hand computer and fact strips in mastery learning with students coming to Math Lab for remediation.

The Little Store and Bank

Grades 1-2

Mathematics, Social Science

More Information .... **1985 Catalog**

Carmen Candelaria, Teacher on Special Assignment
Santa Maria-Bonita School District
P. O. Box 460, Santa Maria, CA 93456
(805) 928-1783, Ext. 399

The Little Store and Bank -(Continued)

The Idea

Teaching about money and community helpers through development of a classroom store and bank provides insight into the mechanics of the money system while giving students experiences to build their own money comprehension skills.

Adapters

- *Sandra Warren*, La Cumbre Junior High School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Uses this idea with junior high age special education students who are developmentally similar to second graders.

- *Beatrice Powers*, Bruce School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Used as part of a positive classroom management program in a first grade class.

Logical Structure in Mathematics — Proofs

Grades 7-12

Mathematics

More Information .... **1985 Catalog**

Tony Zaharias, Dos Pueblos High School
7266 Alameda, Goleta, CA 93117
(805) 968-2541

Richard J. Prigge, Principal
Santa Barbara High School District

The Idea

This unit introduces students to the basic principles of logic and leads students to discover for themselves the connections between logic and deductive proofs in the area of mathematics. It helps advanced or gifted students develop the skills of analyzing, organizing, and evaluating information in algebra, geometry, and trigonometry.

Manipulatives in Geometry

Grades 9-12

Mathematics

More Information .... **1987 Catalog**

Tony Zaharias, Dos Pueblos High School
7266 Alameda, Goleta, CA 93117
(805) 968-2541

Richard J. Prigge, Principal
Santa Barbara High School District

Business Partner

Santa Barbara Research Center

The Idea

Manipulatives and cut outs are used to demonstrate abstract ideas in geometry and algebra. Teachers and students work together to design diagrams that represent geometric ideas in abstract form, i.e., definitions, theorems, and postulates.

Math Fans

Grades 1-6

Mathematics

More Information .... **1987 Catalog**

Susan Hoag, Kellogg School
475 Cambridge Drive, Goleta, CA 93117
(805) 681-1277

Ron Wilmot, Principal
Goleta Union School District

Business Partner

Delco Systems Operations

The Idea

The *Math Fan* is a tool that allows for total class and individual participation in early math drill on mental math and "guesstimating" skills.

Adapters

- *Susan Frederick*, Patterson Road School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Modifies "guesstimating" for kindergarteners by placing objects in a large jar and changing the amounts daily.

Money Chart

Grades 1-6

Special Education, Mathematics

More Information .... **1988 Catalog**

John McNutt, Lompoc High School
515 West College Avenue, Lompoc, CA 93436
(805) 736-2371

Edward Albright, Principal
Lompoc Unified School District

Business Partner

Mid-State Bank

The Idea

Money Chart provides a graphic, tactile method for acquiring money counting skills.

Students become independent at counting money with a minimum of one-to-one supervision at one of four learning centers or at their desks.

Adapters

- *Karen Baugher*, Office of the County Superintendent of Schools (Solvang School)

  Business Partner: Community Bank of Santa Ynez Valley

  Adaptation: Each special education student, ages 7-9, has own money counting center and peers help students having problems.

- *Sharon Snobeck*, Oakley School

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Modifies idea to teach the relationships among various coins to second graders. They then take turns being cashier and customer.

The Money System

Grades 1-6

Mathematics, Social Science

More Information .... **1985 Catalog**

Mary Sarar, Los Padres School
Mountain View Boulevard, VAFB, CA 93437
(805) 734-2524

Norman Ellertson, Principal
Lompoc Unified School District

Business Partner

Exxon Education Foundation

The Idea

The Money System teaches responsible money management and serves as a behavior management tool in conjunction with Assertive Discipline.

It involves paying the students for completed work and good behavior and charging the students for the use of certain equipment and privileges.

No-Hands Addition No-Hands Subtraction

Grades 2-12

Remedial, Special Education, Mathematics

More Information .... **1985 Catalog**

Dr. Neal E. Rosenberg, Special Education
402 Farnel Road, Suite A, Santa Maria, CA 93454-4960
(805) 922-0334

Dr. Audrey O'Neil, Assistant Superintendent
Office of the County Superintendent of Schools

The Idea

No-Hands Addition and Subtraction was developed to meet the needs of older students who have not memorized all their addition or subtraction facts. It is a rapid counting method of calculating sums and differences utilizing tactile tools.

Adapters

- *Laurie Lane*, Crestview School

  Business Partner: Quintron Systems

  Adaptation: Combines this idea with *Reciting 'Rithmetic* and uses it with first and second graders.

People Math

Grades K-12

Mathematics

More Information .... **1988 Catalog**

Richard Eatmon, Lompoc Valley Middle School
234 South N Street, Lompoc, CA 93436
(805) 736-2371, Ext. 291

John Lemon, Principal
Lompoc Unified School District

Business Partner

ERA Hunter Realty, Lilley Insurance Company

The Idea

People Math utilizes cooperative learning math activities in which students investigate facts that relate to themselves. Math strands of measurement, statistics, ratio-proportion, geometry, probability are areas of emphasis using such activities as birthdates, family size, body measurements, and life size geometric constructions formed by groups of students.

Adapters

- *Tony Ponce*, El Camino School

  Business Partner: Consultants West Financial Services

  Adaptation: Uses idea with bilingual students who keep daily logs and develop charts and graphs from data.

- *Susan Schroeder*, Buena Vista School

  Business Partner: Central Coast Financial Planning

  Adaptation: Transfers idea from middle school to kindergarten and remedial math students and modifies it to skills of younger students.

Real World Math

Grades 1-6

Mathematics

More Information .... **1988 Catalog**

Ann Carlyle, Ellwood School
7686 Hollister Avenue, Goleta, CA 93117
(805) 681-1262

Robert Pearce, Principal
Goleta Union School District

Business Partner

Santa Barbara Bank & Trust

The Idea

Students solve math problems that use real life situations. These include: "Camping Trip, Bicycle Factory, Tee-Shirt Shop, Fast Food Restaurant, Maps and Map Making, Beans-More than Just Counters, Survey and Graph Making, Non-standard Measurement, Coins from an Imaginary Nation, Function Machines."

Adapters

- *Lorraine Pregozen*, Joe Nightingale School

  Business Partner: Union Oil Company of California

  Adaptation: Combines this idea with *Read It, Graph It* in an integrated unit about the peanut.

Reciting 'Rithmetic

Grades K-6

Mathematics

More Information .... **1985 Catalog**

Dr. Will Hayes, Retired from Vieja Valley School
Hope School District

Contact through IMPACT II

The Idea

Repetition is the key to making numbers come alive—so Dr. Hayes' class does *Reciting 'Rithmetic* for 10 minutes each day. This helps children develop competence and confidence in dealing with basic arithmetic by game playing.

Adapters

- *Laurie Lane*, Crestview School

  Business Partner: Quintron Systems

  Adaptation: Combines this idea with *No Hands Addition and Subtraction* and uses it with first and second graders.

This Is Your Life

Grades 8, 9

Mathematics

More Information .... **1985 Catalog**

Linda Campbell, Formerly at Fesler School
Santa Maria-Bonita School District

Contact through IMPACT II

The Idea

This Is Your Life is a curriculum designed to tempt teen-age pupils into learning more about arithmetic while seeming to teach it less. Students are asked to pretend they are eighteen and have just graduated from high school. Imagining themselves working and eventually on their own is both realistic and attractive.

A full year's applied mathematics curriculum, using a simulation framework, has been constructed around the typical situations they would encounter.

Word Problems

Grades 5-12

Mathematics

More Information .... **1987 Catalog**

Gary Smith, Lompoc Valley Middle School
234 North N Street, Lompoc, CA 93436
(805) 736-2371, Ext. 291

John Lemon, Princial
Lompoc Unified School District

Business Partner

Ballard, Inouye, Walker

The Idea

Working in small groups and as a whole class, students discuss the information provided in word problems and develop strategies for their solution. Each solution must be justified by sketches and/or explanatory sentences. Students record all their solutions in individual Math Journals and refer to previous journal work for help when solving new problems.

Adapters

- *Richard Eatmon*, Lompoc Valley Middle School

  Business Partner: Central Coast Financial Planning

  Adaptation: Adds more calculator and computer components to his teaching and weaves word problems throughout the strands of the math curriculum as students work in cooperative learning groups.

- *Judith Piper*, Cold Spring School

  Business Partner: ABC-CLIO Intellimation

  Adaptation: Modifies middle school word problems to third grade and uses with cooperative learning groups. Students record work in ongoing Math Journals.

Dance of Weather

Grades 4-6

Science, Physical Education, Performing Arts

More Information .... **1988 Catalog**

Stan Tysell, Vieja Valley School
434 Nogal Drive, Santa Barbara, CA 93110
(805) 967-1239

Richard Blowers, Principal
Hope School District

Business Partner

Tracor Aviation, Inc.

The Idea

This project is designed to teach students the concepts of weather science, how weather forecasting is done, and what effects weather has upon earth. The class divides into four cooperative groups to study various aspects of weather: weather instruments, evaporation, condensation, precipitation. During the unit, students do directed and independent research projects, prepare exhibits, and give a report/demonstration to the class on their topics. The *Dance of Weather*, a body awareness group process activity, culminates this study.

Have a Heart

Grades 3-8

Science, Health

More Information .... **1986 Catalog**

Marilyn Bachman, Montecito Union School
385 San Ysidro Road, Santa Barbara, CA 93108
(805) 969-3249

Dr. Bronte Reynolds, Superintendent/Principal
Montecito Union School District

Business Partner

Chevron, U.S.A., Inc.

The Idea

The *Have A Heart* four-week unit is designed to allow students to discover the circulatory system and related heart diseases through hands-on activities in a science learning center. Students work individually at their own pace, planning their own work schedules, and learning to complete long-term assignments.

The Immensity of Geologic Time

Grades 3-12

Science, Mathematics

More Information .... **1988 Catalog**

James L. Billig, San Marcos High School
4750 Hollister Avenue, Santa Barbara, CA 93110
(805) 967-4581

Robert Ferguson, Principal
Santa Barbara High School District

Business Partner

Exxon Company, U.S.A.

The Idea

The immensity of geologic time is made comprehensible to students through the construction and interpretation of a geologic time scale, which may be constructed in many different ways.

No Beach Necessary

Grades K-8

Science

More Information .... **1987 Catalog**

Sheila Lunsford, Hollister School
4950 Anita Lane, Santa Barbara, CA 93111
(805) 681-1271

Dennis Naiman, Principal
Goleta Union School District

Business Partner

Arco Oil & Gas Company

The Idea

These science ideas have been designed to help teach concepts relating to the marine environment in a graphic, kinesthetic, hands-on manner. The unit explores energy cycles within the marine environment, microplankton, marine habitats, adaptations, and marine animals.

No Beach Necessary

(Continued)

Adapters

- *John Padfield*, Solvang School

  Business Partner: Rancho Los Potreros,
  Elizabeth Chamberlin

  Adaptation: Utilizes kinesthetic experiences from this kindergarten idea and two ideas from IMPACT II in Boston in his year long "Voyage of the Mimi" science activities for fifth graders.

- *Deborah Ugalde*, Adam School

  Business Partner: Home Motors

  Adaptation: Adds this idea's "hands-on" activities to her oceanographic unit used with second and third grade bilingual students.

Paper Airpane Contest

Grades 4-12

Science, Mathematics

More Information .... **1988 Catalog**

Nelson Sagisi, Teacher on Special Assignment
Santa Maria-Bonita School District
P. O. Box 460, Santa Maria, CA 93456
(805) 928-1783, Ext. 399

Business Partner

Tracor Aviation, Inc.

The Idea

The purpose of the *Paper Airplane Contest* is to provide students with a fun, hands-on experience in making metric measurements of length in centimeters and mass in grams. The contest gives students an opportunity to cooperate and compete with each other in teams of 3-4 people. It requires students to make their own airplane designs and to draw and/or write a set of instructions for folding each design. Finally, students are given an opportunity to hone their math skills and use the scientific method as they collect and analyze data and calculate average flight distances after flying their planes.

Adapters

- *Peter Shennum*, Cold Spring School

  Business Partner: Arco Oil & Gas Company

  Adaptation: By adding ideas from this unit, his already established airplane contest for fourth graders is now more sophisticated. His students demonstrate and explain about the airplanes to kindergarten students.

Science Study Sheets: An Individualized Learning Approach

Grades 6-9

Science

More Information .... **1985 Catalog**

David D. Winters, Santa Barbara Junior High School
721 East Cota Street, Santa Barbara, CA 93103
(805) 963-7751

John Mendoza, Principal
Santa Barbara High School District

The Idea

Science Study Sheets encourage inquiry teaching in science using individualized and small group instruction. They allow students to self-pace their laboratory/textbook work, emphasize student-directed experiments, and are especially effective in mixed ability classes and situations where there is not enough laboratory equipment for all students to work on the same laboratory exercises simultaneously.

Adapters

- *Marilyn Bachman*, Montecito Union School

  Business Partner: Exxon Education Foundation

  Adaptation: Establishes a self-directed science learning center with student contracts and study sheets for lab work.

Something Old, New, Borrowed, Blue

Grades 5-12

Science

More Information .... **1987 Catalog**

David Winters, Santa Barbara Junior High School
721 East Cota Street, Santa Barbara, CA 93103
(805) 963-7751

John Mendoza, Principal
Santa Barbara High School District

Business Partner

Exxon Company, U.S.A.

Something Old, New, Borrowed, Blue

(Continued)

The Idea

A potpourri of 28 physical science demonstrations is presented in a manner that is easy to understand, using inexpensive materials. These are designed to capture the imagination of students of all ages.

Adapters

- *Brad Hufschmid*, La Cumbre Junior High School

  Business Partner: GTE-California

  Adaptation: Modifies these science demonstrations to his style of teaching.

Technology for Kids

Grades 7-12

Technology, Mathematics, Science

More Information .... **1985 Catalog**

Richard Anderson, El Camino School
209 West El Camino, Santa Maria, CA 93454
(805) 928-1783, Ext. 271

Art Delgadillo, Principal
Santa Maria-Bonita School District

The Idea

Technology for Kids involves the use of videotaped technical material from TV programs to expose children to current technology and encourage their consideration of science, math, engineering, and technical careers. At the beginning or end of the period, students watch a short video and then answer questions. Questions may involve completing short answers or performing an activity for classwork or homework.

Them Bones, Them Bones, My Bones!

Grades K-5

Science, Art

More Information .... **1988 Catalog**

Mary Graham, Miguelito School
1600 West Olive Street, Lompoc, CA 93436
(805) 735-8327

David Manship, Principal
Lompoc Unified School District

Business Partner

Valley Medical Group

The Idea

While constructing skeletons, the children learn about their skeletal system as well as becoming aware of the skeletal systems of other mammals.

Adapters

- *Paula Gonzalez*, Fairlawn School

  Business Partner: Southern California Gas Company

  Adaptation: Kindergarten students study body parts and construct a body mobile.

- *Joanna Joste*, El Camino School

  Business Partner: Industrial Medical Group

  Adaptation: Uses with seventh and eighth grade ESL students, who study the skeleton as a springboard to the study of various human body systems. Students use this subject matter for oral English language development activities.

What Am I?

Grades 4-6

Science, Research Skills

More Information .... **1987 Catalog**

Lottie Hodgeman, Santa Ynez School
P. O. Box 188, Santa Ynez, CA 93460
(805) 688-5196

., Principal
College School District

What Am I?

(Continued)

Business Partner

Santa Ynez Valley Board of Realtors

The Idea

What Am I? motivates students to actively participate in their own learning by researching to discover the "creature" described by a set of clues.

Adapters

- *Ellen Schwartz*, Miguelito School

  Business Partner: ERA Hunter Realty,
  Lilley Insurance Company

  Adaptation: Combines this idea with *Mystery Student* to teach thinking skills.

- *Alan Soenke*, Office of the County Superintendent of Schools (Dos Pueblos High School - ROP)

  Business Partner: Santa Barbara Research Center

  Adaptation: Utilizes this idea's questioning/problem solving methods to help students identify electronic components and building blocks and to learn to troubleshoot electronic malfunctions using a computer data base.

Wilderness Experience

Grades 7-12

Science, Communication, Physical Education

More Information .... 1985 Catalog

Craig Huseth, Delta High School
251 East Clark Avenue, Santa Maria, CA 93455
(805) 937-6356

Fred Miller, Principal
Santa Maria Joint Union High School District

The Idea

Wilderness Experience consists of two consecutive one-week mini courses. The first week is a week of training. The second week is a culminating activity of a one-week backpacking trip to the Big Sur area.

Adapters

- *Nancy Belmont*, Office of the County Superintendent of Schools

  Business Partner: Rancho Los Potreros,
  Elizabeth Chamberlin

  Adaptation: Provides academic and leadership skills training for high school students involved in the cabin leader program at the Outdoor School.

- *Sue Briody*, Righetti High School

  Business Partner: J. A. Morello Construction Company

  Adaptation: Modifies outdoor skills training for special education students who then camp in Yosemite National Park and visit the State Capitol.

- *Bruce Brownell*, Vista del Mar School

  Business Partner: Exxon Education Foundation,
  Alisal Guest Ranch

  Adaptation: Students in grades 5-8 study the natural history of the Sierra Nevada, backpack in the Sierras, and recapitulate summer learning in their class during the next year.

You've Come A Long Way, Baby

Grades K-8

Science, Self-Esteem

More Information .... 1987 Catalog

Nancy Straight, Crestview School
Utah Avenue, Vandenberg AFB, CA 93437
(805) 734-2896

Don Ribble, Principal
Lompoc Unified School District

Business Partner

Valley Medical Group

The Idea

You've Come A Long Way, Baby is a science activity that uses baby pictures to create an awareness in students that all living things start as babies and grow and change.

Chart Your Information

Grades 4-6

Social Science

More Information .... **1986 Catalog**

Diane Mease, Aliso School
4545 Carpinteria Avenue, Carpinteria, CA 93013
(805) 684-4539

Peter Chapa, Principal
Carpinteria Unified School District

Business Partner

Exxon Company, U.S.A.

The Idea

Chart Your Information is a fun activity that combines thinking skills and art with the social science curriculum. At a beginning skills level, students make charts listing facts concerning a particular social science topic. At a more advanced level, students chart similarities and/or differences on chosen topics.

Columbus Never Imagined These Globes!

Grades 1-8

Social Science, Language Arts, Mathematics, Art

More Information .... **1987 Catalog**

Ron Fenenga, Carpinteria High School
4810 Foothill Road, Carpinteria, CA 93013
(805) 684-4107

Ray Hill, Principal
Carpinteria Unified School District

Business Partner

ABC-CLIO Intellimation

The Idea

Globes is an exciting project designed to give all students a hands-on creative project promoting an awareness of geography, research skills, and our world.

The Constitution Game

Grade 8

Social Science

More Information .... **1986 Catalog**

Robert Raleigh, Solvang School
565 Atterdag Road, Solvang, CA 93463
(805) 688-7012

Scott Purdy, Superintendent/Principal
Solvang School District

Business Partner

Community Bank of Santa Ynez Valley

The Idea

The Constitution Game is a learning concept used at the eighth grade level in conjunction with U. S. History curriculum. It "takes the edge off a study of the Constitution" by giving it amusing asides as well as using the game's rules to guide reading and other activities.

Contemplative Mapping

Grades 5-12

Social Science

More Information .... **1988 Catalog**

John Ayres, Vandenberg Middle School
Mountain View Boulevard, Vandenberg AFB, CA
93437
(805) 734-4391

Robert Forinash, Principal
Lompoc Unified School District

Business Partner

Arco Oil & Gas Company

The Idea

Contemplative Mapping is a method by which students draw historical maps without copying. It requires students to think by following a preconceived set of instructions that embraces traditional geographic terminology.

Cookies Around the World

Grades K-12

Social Science, Home Economics

More Information** .... **1986 Catalog

Carol Georgi, Minor Parent Program
Delta High School
251 East Clark, Santa Maria, CA 93455
(805) 937-7600 (11:00 AM - 3:00 PM)

Fred Miller, Principal
Santa Maria Joint Union High School District

Business Partner

Southern California Gas Company

The Idea

Cookies Around the World introduces students to various countries and cultures while involving them in the preparation of cookie recipes from each country.

Adapters

- *JoAnn Alberghini*, Lakeview School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Working with her school's home economics teachers, JoAnn's geography class chooses recipes for the country being studied and then prepares them.

- *Leona Falk*, Fillmore School

  Business Partner: Arco Oil & Gas Company

  Adaptation: Modifies idea for 5-9 year old learning handicapped students who do "Cooking Around the World" with each month's cooking lessons tied to countries being studied. Parents and community resource people help as needed.

Great Americans — A Study of Old Fashioned Values

Grades 2-3

Social Science, Language Arts

More Information** .... **1985 Catalog

Linda Hearn, Pine Grove School
1050 Rice Ranch Road, Santa Maria, CA 93455
(805) 937-5578

Jean Dunham, Principal
Orcutt Union School District

Business Partner

Exxon Education Foundation

The Idea

A new twist for a traditional biographical report focuses on the special qualities that enabled historical figures to contribute to the greatness of this young and growing country.

Adapters

- *Carolyn Krantz*, Olga Reed School

  Business Partner: Exxon Education Foundation

  Adaptation: Entire K-8 school studies its town's history and identifies the qualities that enabled the pioneers to develop the valley. Students compile reports and do presentations on their chosen pioneers after interviewing persons from the community and hearing presentations by community members.

- *Joanne Thompson*, Peabody School

  Business Partner: ABC-CLIO Intellimation

  Adaptation: Focuses on famous American inventors as part of the fifth grade U.S. History curriculum. Each student studies an inventor and then brings and explains a working model of one of that person's inventions.

Hiways and Byways

Grades 4-6

Social Science

More Information** .... **1986 Catalog

Dr. Will Hayes, Retired from Vieja Valley School
Hope School District
Contact through IMPACT II

Business Partner

Santa Barbara News-Press

Hiways and Byways

(Continued)

The Idea

This map project is designed to help children become familiar with the type of map they'll use most — road maps. Local city and county maps are often overlooked as excellent geographical and historical references as well as the key to finding different routes to get to a given place.

Adapters

- *Jan Traphagen*, Office of the County Superintendent of Schools (Peabody School)

  Business Partner: Exxon Company, U.S.A.

  Adaptation: Teaches fourth to sixth grade students with severe emotional problems how to use maps, including how to locate the Oxnard train station so they can ride the train back to Santa Barbara.

- *Wynn Clevenger*, Lompoc Valley Middle School

  Business Partner: First Valley Bank

  Adaptation: Expands the research to include "I Search" research papers.

- *Dr. David Georgi*, Santa Maria High School

  Business Partner: Santa Barbara Research Center

  Adaptation: Both ESL and other students in eleventh and twelfth grade social science learn to frame questions about the material they read.

Inquiry Reading and Research

Grades 6-12

Social Science

More Information .... **1986 Catalog**

John Ayres, Vandenberg Middle School
Mountain View Blvd., Vandenberg AFB, CA 93437
(805) 734-4391

Robert Forinash, Principal
Lompoc Unified School District

Business Partner

First Valley Bank

The Idea

Rather than answering questions about textbook material, students write questions that are stimulated by their curiousity about the material they are reading, but questions for which the textbook has no answers. These questions are used for library research.

Adapters

- *Susan Baldwin*, Vandenberg Middle School

  Business Partner: First Valley Bank

  Adaptation: Adds a "Question Board" in her health classroom where students' questions are posted so topics of interest not usually taught can be covered.

Learning About Local Government

Grades 6-12

Social Science

More Information .... **1987 Catalog**

Carol Ann Johnson, Retired from Maple High School
Lompoc Unified School District

Contact through IMPACT II

Business Partner

Lompoc Record

The Idea

Using local newspapers, each student constructs a notebook illustrating specific local governmental functions and becomes more aware of the various local entities and how the participatory process of government works. Field trips to local government offices/meetings are also part of the unit.

Learning the United States in Alphabetical Order

Grades 4-12

Social Science, Music

More Information .... **1985 Catalog**

Ron Yoshida, Cleveland School
123 Alameda Padre Serra, Santa Barbara, CA 93103
(805) 963-8873

Nancy Hill, Principal
Santa Barbara School District

The Idea

By learning the song, "Fifty Nifty," students learn to recite the 50 states in alphabetical order in less than one minute. "Fifty Nifty" is an easy-to-learn, easy-to-sing song that is very popular with students.

Adapters

- *Peter Shennum*, Cold Spring School

  Business Partner: Exxon Education Foundation

  Adaptation: Song is added to existing social science curriculum and is performed by students at a school program. Learning is validated by pre and post testing.

Practice in Research Methodology on American Labor History

Grades 7-12

Social Science

More Information .... **1985 Catalog**

Dr. David Georgi, Santa Maria High School
901 South Broadway, Santa Maria, CA 93454
(805) 925-2567

Dr. Dean Reece, Principal
Santa Maria Joint Union High School District

The Idea

By using computer technology, students can tackle a challenging historical problem, conduct all the steps that a researcher would use, and arrive at a unique solution to the problem. Students are presented with the question, "Why did the American Labor Movement attract so small a following in the fifty working years after the Civil War?"

"The Story of California" Student Booklet

Grade 4

Social Science

More Information .... **1985 Catalog**

Susan Hoag, Kellogg School
475 Cambridge Drive, Goleta, CA 93117
(805) 681-1277

Ron Wilmot, Principal
Goleta Union School District

The Idea

This concept was developed to enrich and supplement the California state textbook for fourth grade in Social Science. The finished project is a 125-page booklet which follows the history of California through the Gold Rush Period. Special action projects are designed to make the material relevant to the present day and exciting. These include oral reports, written reports, simulation games.

Video News Team

Grades 4-12

Social Science, Language Arts

More Information .... **1988 Catalog**

Dr. David Georgi, Santa Maria High School
901 Broadway, Santa Maria, CA 93454
(805) 925-2567

Dean Reece, Principal
Santa Maria Joint Union High School District

Business Partner

Home Savings of America

Video News Team

(Continued)

The Idea

Video News Team organizes students into teams of four to six who produce three-minute television programs on current events of their choice. Teams are led through all stages of a formal research paper, substituting the video production for the final draft of the paper. Students from other classes are trained to evaluate the newscasts and select some for "Emmy" awards.

Adapters

- *Tom Briody*, Lakeview School

  Business Partner: Renfrow Auto Center

  Adaptation: Teams of seventh and eighth grade social science students research and produce video news segments which are shown to all classes during the homeroom period.

- *Judith Chandler*, Vandenberg Middle School

  Business Partner: Embassy Suites

  Adaptation: Learning handicapped sixth to eighth grade students produce commercials and evaluate each other's productions.

- *Leslie Tarbet*, El Camino School

  Business Partner: KCOY-TV

  Adaptation: Language arts seventh and eighth graders, many of whom are bilingual, produce a videotape in Spanish and English about junior high school life for sixth graders.

The Write Picture

Grades 5-12

Social Science, Language Arts, Art

More Information .... 1988 Catalog

Harvey Green, Santa Ynez High School
2975 East Highway 246, Santa Ynez, CA 93460
(805) 688-6487

Dean Anders, Principal
Santa Ynez Valley Union High School District

Business Partner

Ken and Lloyd Mills

The Idea

Students are presented with historical photographs, paintings or drawings appropriate to a unit of study to stimulate creative, first-person, content-specific writings.

Adapters

- *Laurell Brown*, Arellanes School

  Business Partner: J. A. Morello Construction Company

  Adaptation: Sixth graders who are studying North and South American cultures write in cooperative groups and individually before sharing their writing.

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Precocious Puppetry

Grades 2-7

Fine & Performing Arts, Communication, Language Arts

More Information .... **1985 Catalog**

Ellen Fuller, Art Specialist
Lompoc Unified School District
P. O. Box H, Lompoc, CA 93438
(805) 736-2371

The Idea

Students make puppet heads of papier maché, costumes from scrap materials, and produce their shows, according to the fairy or folk tales they have chosen to interpret.

Adapters

- *Ann Dille*, Clarence Ruth School

  Business Partner: De Cut Hair Design

  Adaptation: Third graders produce a videotape featuring Ellen and themselves making puppets. It reinforces their knowledge of puppetmaking as well as providing a tool in the core literature kit for teaching other students how to make puppets.

A Sound Piece

Grades 4-8

Fine & Performing Arts

More Information .... **1985 Catalog**

Pam McLendon, Montecito Union School
385 San Ysidro, Santa Barbara, CA 93108
(805) 969-3249

The Idea

Writing *A Sound Piece* enables small groups of student composers to explore being artists and musical composers. They review the musical concepts of rhythm, volume, form, and tone color by listening to recordings and by singing. They review art concepts of line, color, shape, and size by looking at examples of art work and drawings of their own. Then, each group draws its sound piece and plays its art work.

TEACHER RECOGNITION DINNER

Buellton — Holiday Inn

BEST COPY AVAILABLE

Photos by John Ferenz

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1985 — 1989 Disseminators

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Ballard	Ballard	Mary Pedersen	Exxon Education Foundation
Buellton	Jonata (Formerly)	Cyndy Everest Bouch	
		Peggy Boucher	Mollenkroen Restaurant
Carpinteria	Aliso	Diane Mease	Exxon Company, U.S.A.
	Carpinteria High	Ron Fenenga	ABC-CLIO Intellimation Santa Barbara Research Center
	Main	Peggy Kahler	Chevron, U.S.A., Inc.
Casmalia	Casmalia	Karen Wickham	Industrial Medical Group
College	College	Lottie Hodgeman	Santa Ynez Valley Board of Realtors
		Carol Jensen and Karen Lindquist	Los Padres Savings Bank
County Office	Special Education	Florene Bednersh	
	Special Ed - North County	Dawn Fredrickson	Mollenkroen Restaurant
		Dr. Neal Rosenberg	
	Special Ed - South County	Helen Rehm	Raytheon
	Special Ed - McKenzie Junior High	Joel Sheldon	Arco Oil & Gas Company
	Villa Esperanza	Jim Twomey	Tracor Aviation, Inc.
Goleta	Ellwood	Ann Carlyle	Santa Barbara Bank & Trust
		Carole Palmer	Applied Magnetics Corporation
	El Rancho	Emily Abello	Goleta Valley Community Hospital
		Marsha Johnson	Exxon Company, U.S.A. Santa Barbara Research Center
		Ellie Logan	Santa Barbara News-Press
	Hollister	Sheila Lunsford	Arco Oil & Gas Company
	Kellogg	Susan Hoag	Delco Systems Operations
		David Kiefer	McDonald's Restaurants Santa Barbara Bank & Trust
		Diane Lemons	Applied Magnetics Corporation
	Mountain View (Formerly)	Rita Levin	Tracor Aviation, Inc.
		Carolyn Miles Shupe	Raytheon
Hope	Monte Vista	Steve Bergdahl	Exxon Company, U.S.A.
		Kathy Chalfant	Santa Barbara News-Press
		Bill Evans	GTE-California
	Vieja Valley (Retired)	Dr. Will Hayes	Santa Barbara News-Press
		Wayne Larson	Carl Lindros, Santa Barbara Securities
		Marjorie Sullivan	Santa Barbara Bank & Trust
		Stan Tysell	Tracor Aviation, Inc.

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Lompoc	Art Specialist	Ellen Fuller	
	Buena Vista	Rhonda Luter and Susan Schroeder	Exxon Company, U.S.A.
	Cabrillo High (Retired)	Ben Esparza	Lompoc Lumber Company
		Carolyn Looney	Arco Oil & Gas Company
		Mary Ann Weyandt	Valley Medical Clinic
	Crestview	Mary Brooks and Laurie Lane	Embassy Suites
		Louise Emmons	Air Force Association
		Virginia Kern	Lompoc Lumber Company
		Laurie Lane	Exxon Education Foundation
		Nancy Straight	Valley Medical Group
	Crestview/Fillmore/ Buena Vista	Charlotte Barnard	Exxon Education Foundation
	La Canada	Zulmara Cline	Lompoc Lumber Company
		Louise Simonson	Bank of America
	La Honda	Marie Cunningham	Center for Individual and Family Therapy
		Anna Dinter	Signorelli Construction
	(Formerly)	Dr. Joan Hahn	Exxon Company, U.S.A.
		Art Kusulas	
	Lompoc High	John McNutt	Mid-State Bank
	Lompoc Valley Middle	Carolyn Airriess	Dr. & Mrs. Frank DiMotta
		Richard Eatmon	ERA Hunter Realty and Lilley Insurance Company
		Sandra Holland	Lompoc Record
		Gary Smith	Arco Oil & Gas Company Ballard, Inouye, and Walker Lompoc Lumber Company
	Los Berros	Donna Crowder	Exxon Company, U.S.A.
		Julie Davies	Arco Oil & Gas Company
		David Huneycutt	Ballard, Inouye, and Walker
		Thomas Mills	Air Force Association, Robert H. Goddard Chapter and Aratex Services
		Linda Wiezorek	
	Los Padres	Mary Sarar	Exxon Education Foundation Tracor Aviation, Inc.
	Maple High (Retired)	Carol Ann Johnson	Lompoc Record
	Miguelito	Mary Graham	Valley Medical Group
		Ellen Schwartz	Ballard, Inouye and Walker
	Vandenberg Middle	John Ayres	First Valley Bank Arco Oil & Gas Company
		Mary-Pat King	Martin Marietta Aerospace
Los Olivos	Los Olivos	Dale Cornwell	Exxon Education Foundation
		Gary Crispin	Ken and Lloyd Mills

Cumulative School Index

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Montecito	Montecito	Marilyn Bachman	Chevron, U.S.A., Inc.
		Taffy Balch and Laurie McDonald McMahon	ABC-CLIO Intellimation
		Susan Hillway	Pepsi Cola Bottling Company of Ventura
		Pam McLendon	
Orcutt	May Grisham	Florence Franta	Home Savings of America
		Marvin Stilliens	Southern California Gas Company
	Lakeview	JoAnn Alberghini	Home Savings of America
		Judy Blue	Industrial Medical Group
	Pine Grove	Linda Hearn	Exxon Education Foundation
Santa Barbara Elem.	Cleveland	Pat Cox and Ronald Yoshida	ABC-CLIO Intellimation
	Franklin	Les Benson, Carol Hansen, and Reyes Villalpando	Exxon Education Foundation
	Monroe	Esterlyn Birosel	Exxon Company, U.S.A.
		Lynda Williams	
	Peabody	Linda Martin Bilyeu	Santa Barbara News-Press
	Roosevelt	Eileen Francis	McDonald's Restaurants
	Washington	Tory Bowen	Tracor Aviation, Inc.
Santa Barbara High	Dos Pueblos High	Tony Zaharias	Santa Barbara Research Center
	La Cumbre Junior High	Louise Evans	GTE-California
	San Marcos High	James Billig	Exxon Company, U.S.A.
		Susan Eveler	Raytheon
		Joyce Kent	Applied Magnetics Corporation Exxon Education Foundation Tracor Aviation, Inc.
	Santa Barbara High	Lydia Swanson	Santa Barbara Bank & Trust
	Santa Barbara Jr. High	David Winters	Exxon Company, U.S.A.
Santa Maria-Bonita	Adam (Formerly)	Reane Becking	
		Sheila Whitefield	Tracor Aviation, Inc.
	Bruce	Beatrice Powers	
	El Camino	Richard Anderson	
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		Lorna Swann Gutshall	Atlas Performance Systems
	Oakley	Karen Porter	
	Tunnell	James Galvez	Exxon Education Foundation

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Santa Maria-Bonita (continued)	Teacher-on-Special Assignment	Carol Bantz	
		Carmen Candelaria	
		Betty Migliore	
		Nelson Sagisi	Tracor Aviation, Inc.
Santa Maria Joint Union High	Delta High	Carol Georgi	Southern California Gas Company
		Craig Huseth	
	Righetti High (Retired)	Michael Miles	
		Quinn Plante	
		Stan Williams	Industrial Medical Group
		Janith Cresap Wolcott	Exxon Education Foundation
	Santa Maria High	Dr. Alice Addison	
		Judith Dunn	Santa Barbara Research Center Santa Barbara Research Center
		Dr. David Georgi	Home Savings of America
		Andree Licoscos	Santa Barbara Research Center
		Ruben Salazar	Exxon Education Foundation
		Linda Wyatt	Smith Transportation Company
Santa Ynez Valley Union High	Santa Ynez High	Harvey Green	Ken and Lloyd Mills Santa Ynez Valley Board of Realtors
		Barbara Landon	Rancho Los Potreros, Elizabeth Chamberlin
Solvang	Solvang	Julene Fenenga	Rancho Los Potreros, Elizabeth Chamberlin
		Robert Raleigh	Community Bank of Santa Ynez Valley

1985 — 1989 Adapters

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Ballard	Ballard	Adriana Daily	Mary and William Sauer
	(Formerly)	Janet Friedlos	Exxon Education Foundation
		Mary Pedersen	Alisal Guest Ranch
Buellton	Jonata	Joel Williamson	Exxon Education Foundation Santa Ynez Valley Board of Realtors
Carpinteria	Aliso	Louise Fisher	Exxon Education Foundation
		Diane Mease	Exxon Education Foundation
Casmalia	Casmalia	Karen Wickham	Exxon Education Foundation

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Cold Spring	Cold Spring (Formerly)	Daniel Callahan	Arco Oil & Gas Company
		Joel Orr	Exxon Company, U.S.A. Jostens, Inc.
		Judith Piper	ABC-CLIO Intellimation
		Peter Shennum	Arco Oil & Gas Company Exxon Education Foundation
		Jeanie Sickafoose	Smith, Falck, Caesar and Seider Insurance
College	College	Linda Hollis	Community Bank of Santa Ynez Valley
County Office	El Puente - South	Nancy Belmont	Rancho Los Potreros, Elizabeth Chamberlin
	ROP - Dos Pueblos High	Alan Soenke	Santa Barbara Research Center
	Special Ed - Cuyama Valley High	Maureen Vickery	Industrial Medical Group
	Special Ed - Hollister	Mary Adams	Delco Systems Operations Exxon Education Foundation
		Maura Kennedy	Raytheon
	Special Ed - Peabody	Jan Traphagen	Exxon Company, U.S.A.
	Special Ed - North County	Martha Lyons-Holden	Santa Barbara Research Center
	Special Ed - Solvang	Karen Baugher	Community Bank of Santa Ynez Valley Exxon Education Foundation
Cuyama Joint Unified	Cuyama	Donna Wall	Arco Oil & Gas Company
Goleta	Ellwood	Mary Ellen Braun	J. C. Penney Company
		Ann Carlyle	ABC-CLIO Intellimation
		Phyllis Morrison	Applied Magnetics Corporation
		Carole Palmer	Exxon Company, U.S.A.
	Mountain View	Gwen Dawson	Tracor Aviation, Inc. Tracor Aviation, Inc.
Guadalupe	Mary Buren	Toni Bianchi	Exxon Education Foundation
Hope	Monte Vista	Larry Birdsell	Exxon Company, U.S.A.
		Kim Garver	Santa Barbara Bank & Trust
	Vieja Valley	Geneva Dayton	Exxon Education Foundation
		Lynn Irwin	Tracor Aviation, Inc.
		Stan Tysell	Sunset Realtors
Lompoc	Buena Vista	Lorayne King	Ebberts, Inc.
		Rhonda Luter	Ebberts, Inc.
		Susan Schroeder	Arco Oil & Gas Company Central Coast Financial Planning
	Cabrillo High	Joseph Iverson	Exxon Company, U.S.A.
	Clarence Ruth	Ann Dille	De Cut Hair Design

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Lompoc (continued)	Crestview	Nancy Brown	Arco Oil & Gas Company
		Marty Cavenagh	GTE-California
		Louise Emmons	Exxon Education Foundation Lilley Insurance Company
		Veronica Ferenz	Exxon Company, U.S.A.
		Laurie Lane	Quintron Systems
		Karen Schockmel	Lompoc Lumber Company
	Fillmore	Pamela Duke	Exxon Company, U.S.A.
		Leona Falk	Arco Oil & Gas Company
	Hapgood	Lu Knowles	Exxon Company, U.S.A.
	La Honda	Lupe Alejandre-Morrisey	Exxon Company, U.S.A.
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		Wynn Clevenger	First Valley Bank
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		Phyllis Newton	Exxon Education Foundation Valley Medical Group
		Susan Rodriguez	Valley Medical Group
		Marilyn Tate	Ebberts, Inc. Lompoc Transit Mix
	Los Padres	Patricia Peterson and Barbara Wilson	ERA Hunter Realty and Lilley Insurance Company
		Lorna Ryan	Arco Oil & Gas Company
	Miguelito	Yvonne Cooper	Arco Oil & Gas Company
		Mary Graham	Exxon Education Foundation
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		Ellen Schwartz	ERA Hunter Realty Lilley Insurance Company
		Julie Padfield	Mr. and Mrs. Fred Harrison
	Vandenberg Middle	Susan Baldwin	First Valley Bank
		Judith Chandler	Embassy Suites
		Katherine Iverson	Quintron Systems
		Mary-Pat King	Exxon Company, U.S.A.
Los Alamos	Olga Reed	Carolyn Krantz	Exxon Education Foundation
		Gail Pereira	Tracor Aviation, Inc.

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Montecito	Montecito	Marilyn Bachman	Exxon Education Foundation
		Dr. Judy Compton	Pepsi Cola Bottling Company of Ventura
		Molly Rosecrance	Exxon Education Foundation
	Joe Nightingale	Lorraine Pregozen	Union Oil Company of California
Orcutt	Lakeview	Jo Ann Alberghini	Arco Oil & Gas Company
		Tom Briody	Renfrow Auto Center
	Patterson Road	Susan Frederick	Arco Oil & Gas Company
		Catherine Morgan	Arco Oil & Gas Company
	Pine Grove	Laura Dias	Tracor Aviation, Inc.
Santa Barbara Elem.	Franklin	Viola Garcia	Exxon Company, U.S.A.
		Carol Hansen	McDonald's Restaurants
		Susan Kipp	Arco Oil & Gas Company
	McKinley	Suzanne Dalton	Sunset Realtors
	Peabody	Linda Martin Bilyeu	Amber Engineering and Hendry Telephone Products
		Judith Miller	GTE-California
		Joanne Thompson	ABC-CLIO Intellimation Exxon Education Foundation
Santa Barbara High	Dos Pueblos High	Sharen Eaglen	Arco Oil & Gas Company McDonald's Restaurants
	La Cumbre Jr. High	Brad Hufschmid	GTE-California
		Sandra Warren	Arco Oil & Gas Company
	Santa Barbara High	Rodger Dawson	Arco Oil & Gas Company Santa Barbara Bank & Trust
		Beverly King	Santa Barbara Bank & Trust
Santa Maria-Bonita	Adam	Donna Ehret	Exxon Company, U.S.A.
		Delia Garnett	Skyway Engineering, Inc.
		Debra Ugalde	Home Motors
		Sheila Whitefield	Hall, Hurley, Deutsch Architects
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	Bruce	Beatrice Powers	Arco Oil & Gas Company
	El Camino	Joanna Joste	Industrial Medical Group
		Tony Ponce	Consultants West Financial Services
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Santa Maria-Bonita (continued)	Fairlawn	Paula Gonzalez	Arco Oil & Gas Company Southern California Gas Company
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	Oakley	Tim Davis	Home Motors
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		Antoinette Murphy	Exxon Company, U.S.A.
		Karen Porter	Santa Ynez Valley Board of Realtors Tracor Aviation, Inc.
		Sharon Snobeck	Tracor Aviation, Inc.
	Teacher-on-Special Assignment	Carol Bantz	Exxon Education Foundation
Santa Maria Joint Union High	Delta High	Carol Georgi	Home Savings of America
	Righetti High	Sue Briody	J. A. Morello Construction Company
		Kathy Gersdorf	Hall, Hurley, Deutsch Architects
		Ronnie Mathias	Southern California Gas Company
		Catherine Pedron	Exxon Company, U.S.A.
	Santa Maria High	Jerry Byford	Santa Barbara Research Center
		Dr. David Georgi	Santa Barbara Research Center
Santa Ynez Valley Union High	Refugio High	Sharon Ferrer and Ken Gruendyke	Los Padres Savings Bank
	Santa Ynez High	Harvey Green	Mary and William Sauer
		Jerry Swanitz	Nielsen's Market
	(Retired)	Frank Whittington	Exxon Education Foundation
Solvang	Solvang	Andy Heidemann	Santa Ynez Valley Hardware
		Greta Morss	Santa Barbara Bank & Trust
		John Padfield	Rancho Los Potreros, Elizabeth Chamberlin
Vista del Mar	Vista del Mar	Bruce Brownell	Alisal Guest Ranch Exxon Education Foundation
		Sylvia Mikkelson Kautz	Chevron U.S.A., Inc.

APPLYING FOR AN IMPACT II ADAPTER GRANT

An Adapter is a teacher who takes a curriculum idea(s) profiled in an IMPACT II catalog and **creatively modifies it (them) to his/her own classroom situation**. The Business Partners' intent in providing funds for $200 grants is to enable you to buy the materials needed to use an IMPACT II idea. Money not needed for this purpose can be used for professional development activities.

This year a maximum of 50, $200 Adapter Grants will be awarded. Each district is entitled to one grant (24 total) with all others awarded on a countywide basis.

If you are interested in applying for an Adapter Grant, here is information to help you with the process:

1. You may adapt any idea(s) (1985-1989) that are listed in this catalog. You may adapt an idea that was developed for your grade level/subject matter or explore how ideas from other grade levels/subjects can be used with your students. You can also combine two or more ideas, including local ones plus those from another IMPACT II program (information available from Nancy Emerson, 805-964-4711, Ext. 229).

2. If you received an IMPACT II Adapter or Disseminator Grant in 1988-89, you are not eligible to apply for an Adapter Grant this year. You may not apply to adapt the same idea more than one time.

3. **A central belief of IMPACT II is that teachers have a great deal of value to share with each other.** Therefore, IMPACT II ***REQUIRES*** that you contact the teacher(s) who developed the idea(s) before submitting your grant application. You can do this by:

   - Attending the Curriculum Fair/workshop given by a teacher.
   - Talking to the teacher by phone or corresponding with her/him.
   - Visiting the teacher in his/her classroom. **Some IMPACT II funds are available to pay substitutes.** Talk to your principal and Nancy Emerson .

   When you contact the teacher, he/she will give or send you written materials. In addition, there is an expanding library of videotapes of teachers presenting their curriculum ideas. These are available through the County Office's AV catalog and distribution system.

4. After your application has been completed and sent to IMPACT II, the teacher(s) who disseminated the idea(s) you are adapting will read your application and sign it before the IMPACT II Advisory Council selects grant recipients. The Council members do not read applications from their schools. Applications are read without identifying information and scored on the following criteria:

   - Instructional value of adaptation
   - Creativeness of adaptation
   - Clarity of application

5. **START EARLY.** All applications are due in the County Office or postmarked no later than **December 1, 1989**. After you complete the draft application, ask an IMPACT II Advisory Council member (page iv), a teacher friend, or your principal to read it and comment. Be sure you allow time for your principal to sigh your final application and send it to the district office for signature. Either you or the district office can send it to the County Office.

1990 IMPACT II DISSEMINATOR GRANTS

Disseminator Grant applications will be distributed to each teacher beginning January 8, 1990, and **the application deadline will be March 9, 1990.** All applications are read by the IMPACT II Advisory Council with no identifying information. Members are given no applications from their own schools. Curriculum ideas are selected on the basis of merit with no limitations on the number of ideas that can be selected from a given school, district, grade level or subject.

PLEASE DETACH AND RETURN

IMPACT II

IMPACT II ADAPTER GRANT APPLICATION

PLEASE USE THE COMPUTER OR TYPE THE APPLICATION

POSTMARK/COUNTY TRUCK DEADLINE: DECEMBER 1, 1989

A. GENERAL INFORMATION

Applicant's Name ____________________ District ____________________

School ____________________ Home Phone ____________________

Home Address ____________________ City ______ Zip ______

B. INFORMATION AND IMPLEMENTATION

1. Catalog Title of Curriculum Idea(s) ____________________

2. Disseminator Name(s) ____________________

3. **Direct contact with the Disseminator(s) of the curriculum idea(s) you are interested in adapting *IS* REQUIRED before a grant can be approved.**

   I made contact via: ___ Curriculum Fair/Workshop ___ Telephone ___ Letter ___ Visit

   __ Other *(specify)* ____________________

4. State grade level(s), subjects, and number of students who will be involved in your adaptation:

   K___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___

   Subject and/or Special Student Group: ____________________

   Number of students: __________

5. When will you begin using this curriculum idea? Date ____________________

6. What is the educational need for this idea in your class? ____________________

   ____

   ____

7. How will you implement the idea(s) with your students and curriculum? What changes will be made from the original idea(s)? Use 1 additional page if necessary. ____________________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

8. What materials will you need to adapt this program in your class?

ITEM AND DESCRIPTION	*APPROXIMATE COST*

C. STAFF AND RESOURCES

What other persons, if any, will be involved in using this idea? (e.g., teachers/specialists, para-professionals, parents, etc.)

What other resources does your school/district have to assist in adapting this idea? (e.g., equipment, instructional materials, community services) ____________________

May teachers or IMPACT II staff visit your class with prior approval?
_____ Yes _____ No

D. ADMINISTRATIVE SUPPORT *(To be completed by the school principal.)*

I support implementation of this program during the school year. _____ Yes _____ No

May the applicant be released to visit the Disseminator's school for consultation if IMPACT II provides funds for a substitute teacher? _____ Yes _____ No

If the adaptation is successful, will you be able to fund its continuation as part of the regular school budget next year? _____ Yes _____ No

COMMENTS: ____________________

Applicant's Signature

Principal's Signature

District Administrator's Signature

E. DISSEMINATOR SUPPORT *(To be completed after application is sent to IMPACT II.)*

Comments:

Signature: ____________________

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Hendry Telephone Products
Home Motors
J. A. Morello Construction Company
J. C. Penney Company
Lilley Insurance Company
Lockheed Space Operations Company
Lompoc Transit Mix
Los Padres Savings Bank
Manville Sales Corporation
Mid-State Bank
Mollenkroen Restaurant
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Taco Bell of Buellton, Goleta, Lompoc
  and Santa Barbara
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Valley Medical Group

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OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS
WILLIAM J. CIRONE, Superintendent

TWENTY-THREE LOCAL SCHOOL DISTRICTS

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County Education Office
William J. Cirone, Superintendent

IMPACT II

1990 Catalog of Curriculum Ideas

Adapter Grant Application Inside

IMPACT II
1990

Santa Barbara County Teacher-Developed Curriculum Ideas

1990 Disseminators

1989 Adapters

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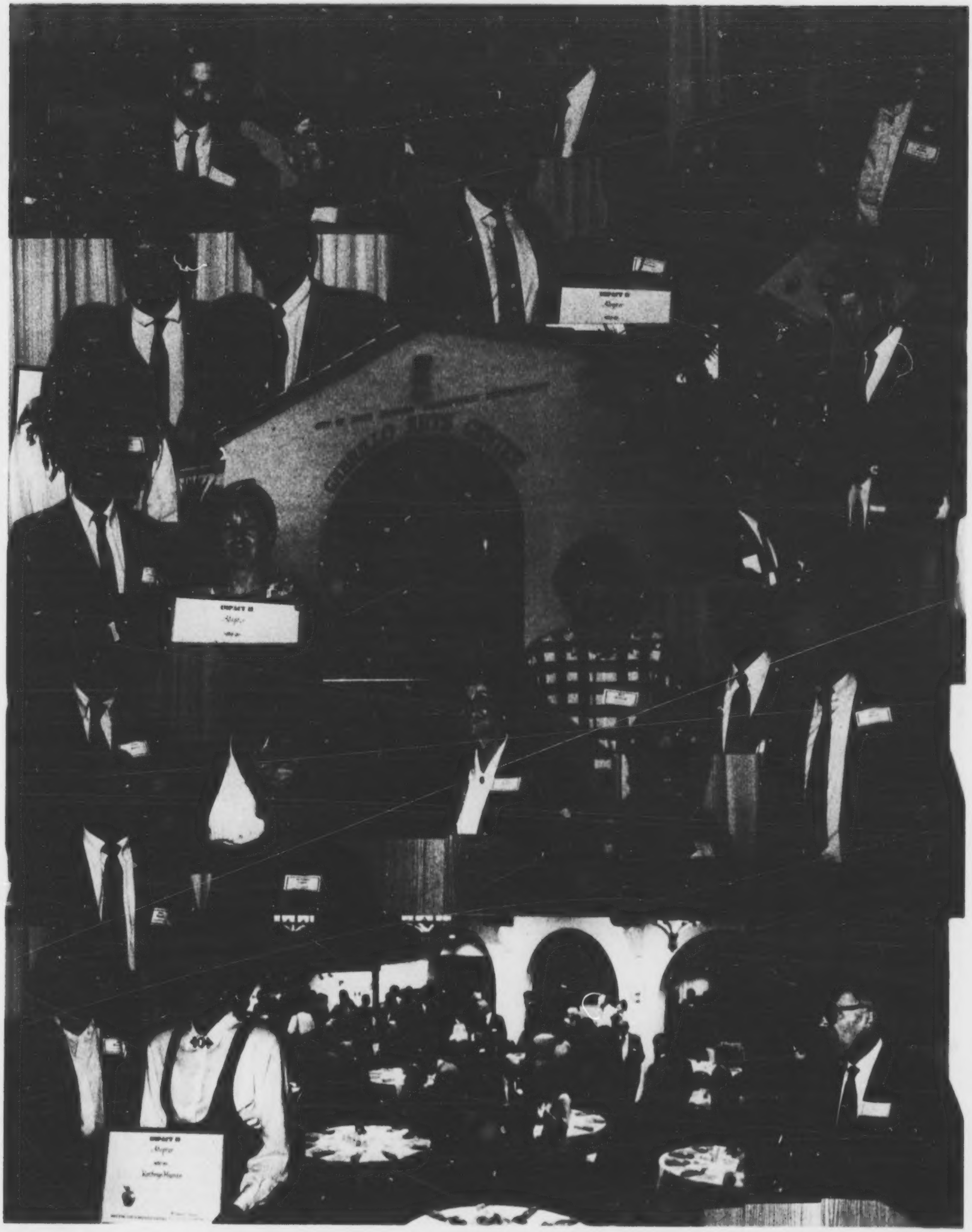
ADAPTER GRANT DINNER

Cabrillo Arts Center



Photos by John Ferenz

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What is IMPACT II?

IMPACT II is a teacher program that assists educational reform by providing:

- Innovative teacher-developed curriculum ideas
- A teacher-to-teacher network
- Professional development
- Teacher recognition
- Discretionary funds for teachers
- Opportunities for business leader/teacher interaction

As a partner with the Office of the County Superintendent of Schools and local school districts, business funds small grants and recognition events for teachers along with the IMPACT II catalog. This catalog showcases rigorously selected curriculum ideas developed and classroom-tested by teachers throughout Santa Barbara County.

The IMPACT II yearly cycle begins in the spring with the selection of 25-30 exemplary curriculum ideas developed by teachers. These DISSEMINATORS receive grants of $400, are honored at the annual TEACHER RECOGNITION DINNER in May, and have their ideas published in the IMPACT II CATALOG.

IMPACT II teachers share their curriculum ideas at the Curriculum Fair and Dinner in early fall, following catalog distribution to each of the 2800 educators in the county. Teachers can also make arrangements for an INTERSCHOOL VISIT to observe a DISSEMINATOR using his/her idea.

After personal contact, a teacher can attend an Adapter Grantwriting Workshop and apply for one of fifty $200 ADAPTER GRANTS to creatively shape one or more ideas to the needs of his/her students. These grants are awarded at the ADAPTER GRANT DINNER in the winter, completing a year of IMPACT II. IMPACT II teachers become permanent members of the network.

Because IMPACT II is part of a national program, our teachers also network with teachers at 31 sites nationwide through a newsletter, contribute to other IMPACT II publications, and are eligible to attend the biennial NATIONAL CONVENTION and other national events such as the Summer 1990 Institute for the Future of Teaching.

Large and small firms, professional and trade organizations and individual citizens contribute to teaching enhancement and school reform through IMPACT II by awarding grants, hosting teachers at recognition events and helping to fund the IMPACT II catalog. These "thank yous" to outstanding teachers in their area of the county for contributions to our students are very much appreciated by teachers. Some partners participate in Adopt-A-School activities and plan educational activities with their teacher recipients at their firm or the school. Contribution categories include:

Patrons	— $1,000 or more
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More Information?

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A Message from the County Superintendent of Schools

Six years after its founding, IMPACT II remains one of the truly vital and dynamic programs for teachers in Santa Barbara County. It is a means of sharing innovative approaches to the content and process of teaching and learning.

If it is the teacher's mission to help a child find his or her particular gifts, then IMPACT II can be seen as the vehicle that provides some tools for doing that effectively. It encourages sharing, as teachers enhance the skills they need to enter a different kind of future.

In fact, it is fitting that 50 IMPACT II teachers, including three from Santa Barbara County, took part this summer in the national Institute for the Future of Teaching. They were challenged to produce a vision of the future of teaching and education and to bring that vision to a national audience. They also designed and implemented a guided workshop process by which teachers learn the discipline and craft of envisioning the future and translate that vision into new policies, new programs, and new practices of teaching and learning.

IMPACT II teachers are those at the cutting edge, and their enthusiasm, creativity, and dedication are contagious. The big winners are those on the receiving end of the process — the students in our classrooms.

On their behalf we thank the business community for pitching in, and all the outstanding IMPACT II teachers for developing or adapting such successful programs. Santa Barbara County is fortunate to have so many individuals and organizations committed to our children's — and our nation's — future.

Bill Cirone

William J. Cirone
Santa Barbara County
Superintendent of Schools

Acknowledgments

Just as each student brings unique gifts to the work of learning, some teachers' special contributions to their profession are in the areas of developing, adapting and sharing curriculum ideas. This catalog celebrates these gifts.

Creative work with curriculum is one of the important parts of school reform, redesign and transformation. Teacher contributions are particularly valuable because these day-to-day experts in learning and teaching have classroom-tested them.

IMPACT II continues to grow because teachers in our county generously share their ideas and because principals and district administrators support and encourage teachers in their curriculum work. Equally important is the recognition by business and community leaders whose grants to teachers for classroom materials and professional growth result in lasting dividends for teachers, students and the community far beyond the financial contributions.

Special thanks go to the Advisory Council members for their forward looking recommendations and their thorough reading of teachers' applications.

Nancy Emerson, Specialist, Teacher Programs
IMPACT II Coordinator and Catalog Editor

IMPACT II Advisory Council

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Integrated Learning

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IMPACT II 1990

Exploring Mathematics through Literature

Grades K-3

Integrated Learning
Mathematics
Language Arts
Science
Art

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Santa Barbara Bank & Trust

The Idea

Exploring Mathematics through Literature integrates quality children's literature with all the K-3 strands of the Mathematics Framework. Children participate in whole class activities, independent projects, cooperative learning activities and homework assignments.

For example, activities for *The Snowy Day* include: a role-playing situation involving numbers, a dice game, throwing cotton balls and measuring distance thrown, an ice cube science project, language experience stories with word problems, a snowflake symmetry problem, making three-part snowmen to reinforce counting by threes.

State Framework

These activities support the English/Language Arts Framework goal of integrating literature with other curricular areas and the Mathematics Framework's emphasis on experiencing each strand of mathematics. Four of the books used in the activities are included in the California *Recommended Readings in Literature*.

The Students

Twenty first graders at Montecito Union School enthusiastically participated in the activities during the 1989-90 school year. Everyone was able to achieve success and enjoy both the literature and the mathematical concepts.

Materials and Facilities

These activities may be used in any primary classroom. The necessary materials are available in most classrooms, or may be procured at minimal expense. Seventy lesson plans, providing two or more activities for each mathematics strand and a homework assignment are available from me for the following books: *The Snowy Day* (Keats), *So Many Cats* (de Regniers), *Blueberries for Sal* (McCloskey), *Caps for Sale* (Slobodkina), and *Strega Nona* (de Paola). The books listed are available in most schools, public libraries or the library at the County Education Office. These kinds of activities encourage the children to enjoy literature, accommodate a wide range of abilities, stretch students' mathematical thinking and problem-solving skills, and provide hands-on learning of concepts.

Outside Resources

No outside resources are required.

Overall Value

The activities are enjoyable for both the children and the teacher. The children learn that mathematics can be fun, and see it as an integral part of their school day. They are very enthusiastic about the activities and enjoy repeated readings of the books. They are able to apply mathematical concepts in new contexts and to extend skills which they have mastered. Hands-on experiences involving the use of art materials results in some students requesting that their math work be displayed on a bulletin board. We now have a special bulletin board in our classroom for products of these integrated literature and mathematics activities.

The Staff

I have served as a teacher in elementary classrooms for 24 years, the past six at Montecito Union School, and hold a Master's degree in reading from UCSB. The activities were developed in 1989-90 during my integration of a new core literature curriculum with the strands of the Mathematics Framework with my first grade class. Teachers wishing to implement these activities should choose those which best suit the children and their personal teaching style.

The Run-away Cookies

The Idea

The magic of literature comes alive for students in the form of "run-away" cookies when, after listening to stories of *The Gingerbread Man*, they discover that the cookies they baked have left the cookie sheet to explore the school campus.

Students listen to and compare several versions of the folk tale, *The Gingerbread Man*, before acting out the tale with stick puppets in the correct sequence of events. Kindergarten students then team up with fifth grade partners to roll out, cut and decorate the gingerbread men. When the students go to get their cookies out of the oven, they discover that the cookies have "run-away" leaving a "Run, run as fast as you can . . ." note. The students divide into groups with their fifth grade partners to search the school campus for notes that lead them to their cookies so they can take them home.

Mathematical reasoning, vocabulary and oral language development are strengthened by studying the attributes of cookies in varied ways. Students also graph which story ending they prefer and do a science experiment to find out what happens to a gingerbread cookie that gets wet. I have written an original composition with the repetitious verse, "Run, run as fast as you can," which the children learn to sing.

This theme is culminated as students illustrate their experience and dictate or write stories for a class book. The entire unit takes about a week.

State Framework

This idea aligns with the English/Language Arts Framework as it is a thematic approach to teaching and involves integration of curriculum beginning with literature. It takes children into, through and beyond the story through concrete experiences in math, art, science, drama, music, oral language development and rading readiness.

The Students

Approximately 54 students in kindergarten and fifth grade participated in this activity in 1989. This unit has been used for about seven years in my kindergarten or first grade classes. This idea could be used in high school in a parenting or child development class.

Materials and Facilities

This unit can be implemented in any classroom setting; however, a school oven is necessary. The stories of The Gingerbread Boy are available in school libraries. I provide cookie sheets, cookie cutters and waxed paper for rolling out the cookies. I have developed activities to use with this unit and will be happy to share them.

Outside Resources

Parents often contribute gingerbread mix, raisins, candies for decorating and rolling pins.

Overall Value

This literature-based unit generates a tremendous amount of imaginative and critical thinking, oral language development and meaningful learning. Each year I have at least five limited- or non-English speaking children in my classroom, and this activity gives all children in the class a common base of experience from which to build learning.

The Staff

The idea of hunting for gingerbread men was mentioned at a Reading Conference about seven years ago. I developed it into a unit. I have taught K-5 grades in Lompoc for 13 years. I received the Tri-Valley Reading Association Teacher of the Year Award in 1984 and am a CTIIP grant recipient.

Grades K-2

Integrated Learning
Language Arts
Mathematics
Science
Drama
Music
Art

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Shadow Theatre

Grades K-8

Integrated Learning
Special Education
Language Arts
Mathematics
Science

More Information

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Don Ribble, Principal
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Business Partner

Exxon Company, U.S.A.

The Idea

***Shadow Theatre* weaves literature, writing and drama through the year's holidays while teaching students about geometry and the science of light and shadow.** Visual perceptions of geometric shapes, including silhouettes, become a live performance. Students merge the basic identification of shapes with the science of understanding light and shadow.

Beginning with a focus on "Me and My Birthday," students cooperatively brainstorm the contents of square, round, rectangular and triangular presents. Students match the 3-D present with its 2-D counterpart, linking tactile experience with the geometric shape identification to personal and animal silhouette identification.

After these experiences, students are ready to extend their understanding of light and shadow through *Shadow Theatre* productions. They listen to the story, *Clifford's Halloween*, and match Halloween costumes to the appropriate body shapes. Then the dramatic fun begins as students write their own scripts for a *Shadow Theatre* production. Students draw and cut out their characters from black construction paper and mount them on popsicle sticks. Cooperating buddies put on a show with one student reading script while the other manipulates the characters, greatly enhancing listening and speaking skills as they coordinate character action with the story. This process is used with each major holiday.

State Framework

The English/Language Arts Framework calls for 1) an integration of literature with other subject areas to promote the interaction of listening, speaking, reading and writing; 2) the guidance of all students through a range of thinking processes; 3) promotion of the awareness that writing means clarifying thinking. The Science Framework stresses the importance of an integrated curriculum focused on the processes or organizing, categorizing and synthesizing. The Art Framework recommends that students understand that words create visual images and understand that shapes can be combined to form characters. *Shadow Theatre* supports all of these frameworks.

The Students

I used *Shadow Theatre* with small groups of six to ten students who needed extra reading assistance. One group was a cross-age tutor group with second and fourth graders; the other group was first graders.

Materials and Facilities

Students use materials readily available in any classroom. The only special addition is a high theatre stage and a source of focused light. The theatre may be purchased or hand constructed. I can provide patterns for the character silhouettes.

Outside Resources

No outside resources are required.

Overall Value

Shadow Theatre is a marvelously motivating way to integrate many curriculum areas. The students are excited every step of the way from guessing possible contents of variously shaped boxes, discovering the science behind shadows, and writing dialogues for their silhouettes to the excitement and fun of putting on a show. The students' self-esteem shines through as they share with their friends. *Shadow Theatre* is definitely an "on task" motivator.

The Staff

I have been a reading specialist for 22 years and have taught grades K-3 as well as preschool and adult education. I received a Disseminator grant in 1987 and an Adapter grant in 1989. I was inspired to integrate previous lessons when I heard about Chinese threatre productions.

Wear It . . . Where's It?

The Idea

Students celebrate Geography Awareness Week in November at Monroe School with geographic T-shirt integrated activities. Children are instructed to wear shirts with the names of **places** on them and then locate the places on the classroom map or globe. Students categorize the shirts, sorting by different attributes such as shirts with state names, other countries, cities. Some classes make T-shirt pop-up books describing their shirts. Prizes are given to the students who have shirts representing the farthest distances from our county. Sixth graders use their math time to compute and compare distances.

One class examines shirt tags to discover where their shirts are made and plots that information on a map. This leads to an interesting economics lesson on importation of clothing which fits in with the second grade social studies unit **People Who Supply Our Needs**.

T-shirts from around the world are hung on a clothesline in the library and books are shared that relate to the countries.

State Framework

The new History/Social Science Framework emphasizes geography as one of the major literacies. It states, "An understanding of major regions of the Western and non-Western worlds is of major importance if students are to appreciate the growing interdependence and global complexity of their world."

The Students

Most of the 540 students at Monroe School participated in *Wear It . . . Where's It?* To encourage participation, prizes were given to the classes with the highest percentage of students wearing appropriate T-shirts.

Materials and Facilities

Teachers need a globe or world map, push pins and string to measure distances. Next year *Where in the World"* bookmarks from Wonderstorms will be ordered. Beach ball globes were given to class winners and globe pencils to the students with the T-shirt from the farthest distance. Literary works from around the world are valuable.

Outside Resources

One of the world-traveling teachers displayed his T-shirt collection in the library. Parents could be invited to display objects collected from around the world. A guest speaker from an import store would add greater understanding of world economics. Students could display coins, stamps or other objects from around the world and label the countries represented on a map.

Overall Value

Wear It . . . Where's It? creates enthusiasm for geography and increases globe and map usage. The whole school is excited as children from different classes work together locating places and measuring distances. Students also become more aware of world economics and importation of clothing.

The Staff

I am a library teacher who developed this program to heighten awareness of geography and to establish the library as a center of curriculum. It can be used in a single classroom or the entire school. No extra assistance is necessary. I served as Social Science Mentor 1989-90, Language Arts Mentor 1987-89 and IMPACT II Adapter and Disseminator. I am active in the Santa Barbara Reading Association and Central Coast Council for Social Studies and History Project. I've published ideas in *Instructor*, *Reading Teacher*, and a book for Good Apple.

Grades K-6

Integrated Learning
Social Science
Language Arts
Mathematics

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Business Partner

ABC-CLIO Intellimation

What's New from the Zoo?

Grades K-6

Integrated Learning
Art
Language Arts
Mathematics
Science
Social Science

More Information

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Business Partner

Industrial Medical Group

The Idea

***What's New from the Zoo?* is a four-six week long unit of activities that integrates the disciplines of science, social science, language arts, math, and art into a scientific journey into geography.** The unit combines an exploration of animal biomes with an exploration of the geography of the world. Its purposes are to increase student awareness and appreciation for the physical geography of the world and the role it plays in our varied animal kingdom. At the same time, it provides a vehicle for students to share their newly learned knowledge with other students through a variety of math, language arts, and art experiences.

After researching an animal, its biome and physical geography, each student creates a diorama of the animal in its specific biome, detailing the topography and vegetation. The student also contributes a section to a political map of the world, locating the biome with respect to current political boundaries of countries. Math and art are integrated into these activities. The culminating activity is a mock zoo made up of the dioramas. Other classrooms' students are invited to visit and to question each animal expert. Students provide their zoo visitors with a pamphlet containing a zoo map and short descriptions of the animals and biomes being exhibited in the zoo. Because the pool of animals created by the teacher includes two or more animals from each biome, students come to realize on their own that they can share information and act as consultants for each other's work. Skills in interpersonal relationships are developed and self-esteem is enhanced.

State Framework

This integrated unit supports the English/Language Arts Framework and the Math Framework by integrating both into the content areas of science and social studies and making use of artistic original expression.

The Students

Many sixth grade students have enjoyed participating in this integrated unit over the past years. In 1989-90, the 19 sixth graders in a 5-6 classroom experienced this unit. Students complete a variety of activities that demonstrates their grasp of information and their ability to disseminate it to other students. Students with varying abilities, from special education classes, or from bilingual background can enjoy success in this unit.

Materials and Facilities

The materials needed are available in most classrooms and school districts. Resource books such as an atlas and an encyclopedia can come from school and city libraries. Films, videos and pictures are useful. I will provide detailed diorama directions, instructional objectives, lesson plans, and bibliography.

Outside Resources

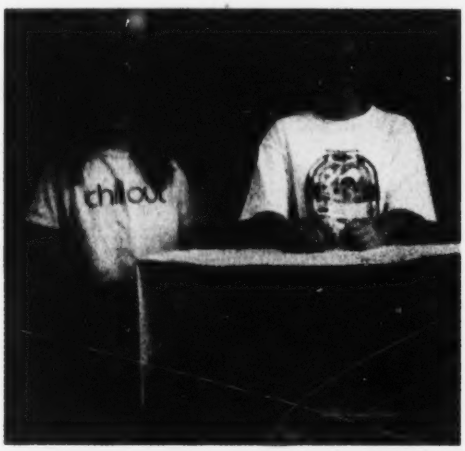
No outside resources are required. If a local zoo is within field trip distance, it would make a wonderful enriching activity. I use the Santa Barbara Zoo.

Overall Value

By studying the biome of an adopted animal, students become aware of the interrelationships between our environment and the species. They come to realize what can endanger their animals. Student interest is always high when they study animals and when they become "experts" for other students in the mock zoo.

The Staff

I have been a teacher for 15 years. I was a presenter at the 1989 IMPACT II Convention in Washington, D.C. I received an Adapter Grant in 1989. I refined the activities in this project during the past several years. The unit can be implemented without assistance.



Integrating Math and P.E. Using Frisbee Golf

Grades 2-12

Mathematics
Physical Education
Special Education

More Information

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Orcutt Union School District

Business Partner

Home Savings of America

The Idea

Frisbee Golf is a high interest, physically active tool for reinforcing math skills and is particularly effective with students who have low self-esteem and weak math skills. It has been designed for special education students but can be easily adapted to all levels of regular math and P.E. in Grades 2-12.

First, students in cooperative learning groups design a frisbee golf course. Students have chosen many interesting targets or holes around our campus, e.g., trees, trash cans, a swing set, a slide, picnic tables and the school sign.

Then each student is issued a frisbee; a specially designed golf score card with spaces for distance of hole, par for each hole and the player's score; a pencil and a diagram of the course. Students use a variety of math skills to play the game: add their shots at each hole, add their total shots for the course, subtract their total score from the par total, graph their progress over a two-week period, compare their score with predicted outcomes of the game, and estimate the distance of each hole and what par should be. In addition to greatly enhanced cognitive skills in math and more cooperative work, we have accomplished their adaptive P.E. goals of improving hand-eye coordination and gross motor skills.

State Framework

This program supports the Mathematics Framework by using number strategies, probability and statistics while giving situational lessons. The Physical Education Framework calls for movement skills and movement knowledge along with self appraisal. *Integrating Math and P.E. using Frisbee Golf* allows the blending of framework goals and strategies.

The Students

Fifteen primary level learning handicapped and communicatively handicapped students have used *Integrating Math and P.E. using Frisbee Golf* during the past two years. Students become highly motivated and achieve an excellent understanding of basic math skills.

Materials and Facilities

The materials needed for this unit are frisbees for each student, score cards, graphing paper, a field of play and lots of energy. The score card is in my materials for teachers, which I am glad to share.

Outside Resources

No outside resources are required.

Overall Value

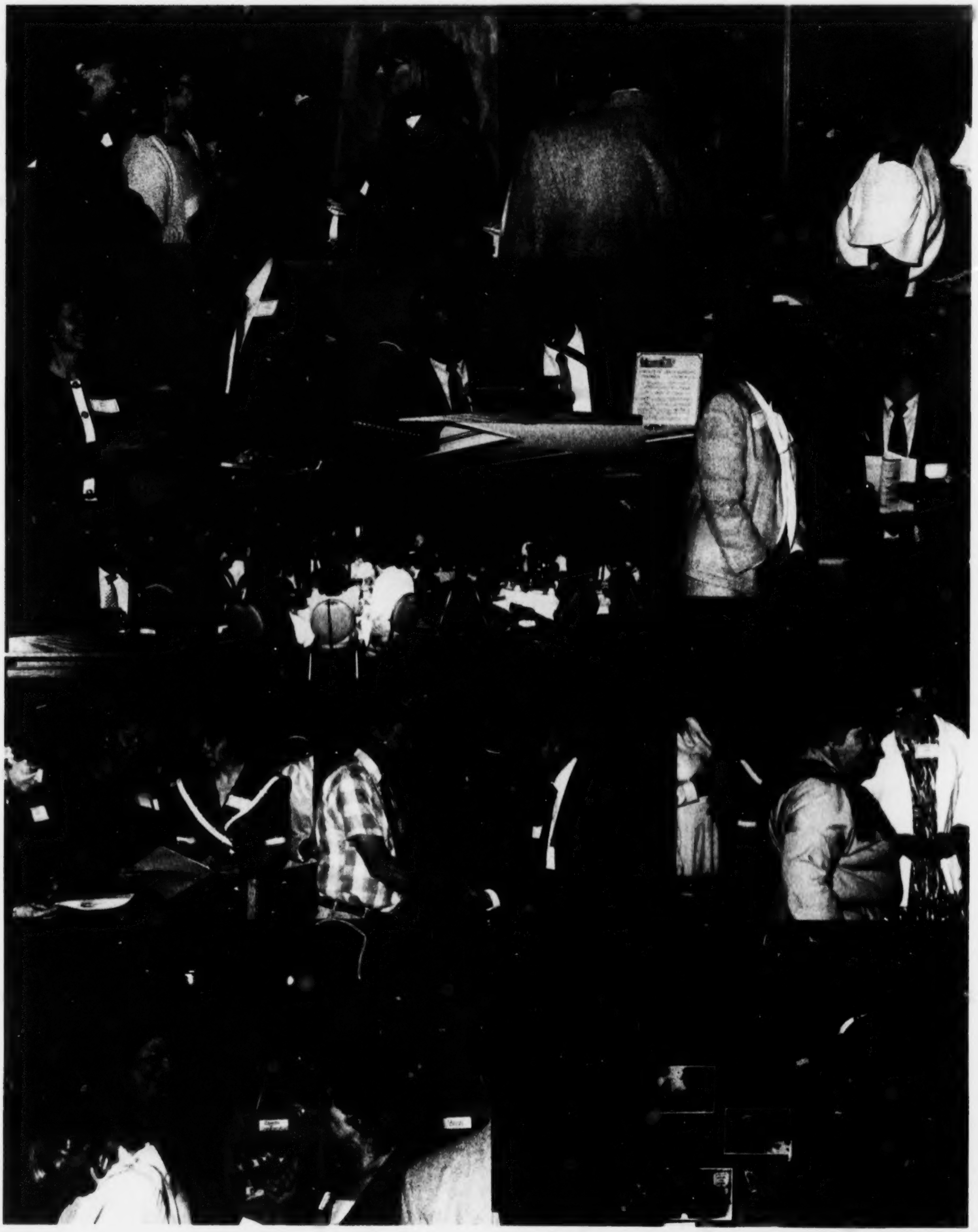
It works! All students develop a strong desire to participate in math. Students become successful in math, often for the first time, because the activities are fun and purposeful. "Can we play another round if we finish our other assignments?", "Can we color our graph?", "I'm going to lower my score tomorrow," are some of the comments heard. Students talk about shooting above or below par on the playground with other students. Improving self-esteem and developing class cooperation are outstanding by-products of this idea. It may be extended into all grade levels by expanding the math and physical skills required.

The Staff

I have taught grades K-8 in Special Education as well as regular junior high classes in the Orcutt School District for 16 years.

TEACHER RECOGNITION DINNER

Holiday Inn 1990



Photos by John Ferenz

Language Arts

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IMPACT II 1990

My Flipped Out Family

Grades 1-4

Language Arts
Social Science
Art
Computer Education

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Business Partner

Taco Bell of Buellton, Goleta, Lompoc, Santa Barbara

The Idea

***My Flipped Out Family* is a writing and art activity in which students create a flip book of their family members.** When all of the illustrations are cut into two halves, many different combinations of "flipped out" relatives are possible.

The teacher read *The Relatives Came*, *Amelia Bedelia's Family Album*, and *Family Scrabble* for pre-writing inspiration. Then the students brainstorm for all the different types of relatives a person could have. The students make a class book using the relatives listed on the board.

When the students are ready to write their own book, they draw an 8½x11" picture of each family member on a master paper. The student writes a sentence about each relative and types it on a computer. Above the drawing the student identifies the relative, and below the drawing the student describes the action of the relative. The pictures are cut on a line just below the neck of each subject, and the pages are bound together. The students then use the book for a variety of reading and group communication activities. In addition, the computer sentence strips are used for simple grammar activities.

State Framework

This project supports the English/Language Arts Framework by integrating language arts, social science, art, and computer in a whole language approach.

The Students

Twenty-seven first and second graders who are quite diverse in their achievement levels used this idea. All were successful in completing the activities.

Materials and Facilities

Materials for this writing project are available in most classrooms/schools — computer, paper, felt markers.

Outside Resources

No outside resources are required.

Overall Value

Students who participate in making a flip book are very enthusiastic and motivated. When the book is finished, they can hardly wait to read all the different combinations of sentences, and they enjoy looking at all the "flipped out" relatives. These flip books are the first to be selected from the shelf during Sustained Silent Reading. My students want to make a flip book of their favorite literature characters, and they want to make a Disney flip book, too!.

The Staff

I previously taught in Nebraska for two years and am currently teaching a Grades 1-2 combination class at Crestview Elementary School. I obtained my idea by observing how commercial flip books motivated students to read. At least four other teachers have adapted this idea for their current curriculum plans.

Passing Notes

The Idea

Capitalizing on the age old desire of students to pass notes in class, *Passing Notes* creates a daily silent writing session.

The purpose of the program is to give students a reason for writing that is not a formal assignment. *Passing Notes* encourages even the most reluctant student to participate and understand the importance of writing as communication.

A period of time, varying with the grade level, is scheduled for this activity. Primary students may need a student-generated word bank posted for needed vocabulary. Students are grouped by the language in which they write most easily and then matched randomly by the luck of the draw from a hat. Those paired are buddies for the week. For the first few sessions, ground rules should be emphasized.

After the teacher puts the "silence" star on the board, silent writing session begins, at which time all students write notes to their buddies and exchange these for reading and replying. One of the important rules is "happy talk only" or, for older students, "no put downs." To signal the end of the session the star is erased. Evaluation then takes place, though not each day. During evaluation the students continue the discourse orally, and are encouraged to discuss the writing. Could it be read? Did it make sense? What was meant by...? Could it have been said like this...? Students use these higher level thinking skills of critique and evaluaion to improve their writing skills. The teacher observes the ensuing discussion, and may use examples for further whole class instruction.

State Framework

According to the English/Language Arts Framework, "The art of teaching, then, lies in helping students discover how good listeners, speakers, readers and writers accomplish their ends in communicating with others." *Passing Notes* encourages such teaching.

The Students

This program has been used in Grades 1-3. In 1989-90, 30 enthusiastic, predominately limited-English first graders participated. The possibilities for upper grade application are exciting.

Materials and Facilities

Writing paper and pencils are all that is required. Varying paper types and colors, i.e., fun notepaper, shaped paper, etc., add spice to the program.

Outside Resources

No outside resources are required.

Overall Value

The opportunity to write to a buddy on any subject just for fun? It's no wonder students ask "Can we pass notes?" The joy of writing leads to better skills, and students learn to express themselves clearly and concisely as they convey their message. Neatness counts, but the most important result of the program is free flow of ideas onto paper. A side benefit is the response from parents who are impressed when notes at home improve.

The Staff

I have worked as a teacher at all levels K-8 for nine years, and was a Mentor Teacher for two years. I have also participated in the South Coast Writing Project (SCWriP) and a Whole Language Support Group.

Grades 1-12

Language Arts

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Racing to Read

Grades 2-6

Language Arts
Mathematics
Art

More Information

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Business Partner

Southern California Gas Company

The Idea

Racing to Read **combines student art work, math computation and visual progression on a displayed game board to encourage reading for pleasure and learning.** It is designed to stimulate student interest and spark an on-going enjoyment of literature. In addition, students use math skills regularly to compute mileage and accurately calculate travel distance.

Each student is given time to design his/her own paper car, limited only in size. Students also design the cross country roadway for the race, adding and changing billboards along the course which advertise books, and designing mini-libraries for "refueling." Students then use math skills to measure the race course and divide it into equal segments for a total distance of 1,000 miles. As students finish reading books of their choice, they complete a "mileage form," including the number of pages translated into miles, title, author, and a short written summary. Also, to involve parents in the reading process, mileage is not given without a parent's signature on the form. Distance traveled is based on number of pages read. Since a teacher can regulate difficulty level, it is easy to adjust this program to fit any student at his/her own reading ability level, while still having all participate fully.

Racing to Read made a tremendous impact on our classroom. Students who had not read by choice began to do so in order to have their cars move along the race course. *Racing to Read* could be used as a year-long tool to motivate students, or could have time limits. It makes choosing a book for pleasure very popular!

State Framework

The English/Language Arts Framework encourages use of a recreational-motivational reading program that . . . develops lifetime reading habits. This "Race" also creates a school environment which encourages students to read widely and write frequently, both part of the Framework.

The Students

All 27 students in a Grade 4 classroom participated in this activity in 1989-90 and were enthusiastic about it.

Materials and Facilities

To set up and run the activity, paper, crayons and rules are needed. Copies of forms and other teacher materials are available for others to use.

Outside Resources

Outside resources are not necessary, but books from any source are encouraged for student use.

Overall Value

The student's interest in reading for pleasure grew by leaps and bounds when this program was established. Students were pleased that they had designed all elements of the program and it "belonged" to them. One parent wrote, "Thanks for sparking my child's interst in reading. He loves being able to read and watch his car travel on." Parents and students alike were very enthusiastic about the idea of melding reading and writing with a car race. A previous IMPACT II Dissemintor suggested I share the idea with others, partially because of the effect on our class.

The Staff

My previous experience with learning handicapped students helped me to see the importance of "catching" all students when designing a program to stimulate interest in reading. After student teaching, I was asked to take a long-term substitute position in the same school, where this idea was developed.

Getting to Know You

The Idea

At the beginning of the semester, students interview each other and write an interview paper to help students and the teacher become active, sharing partners in a writing community. On the first day of class, students write an acronym of their first name, draw a secret partner's acronym, and introduce themselves by telling one interesting thing about themselves. For three days each student takes observational notes on his or her secret partner, without that partner knowing who is doing the observing.

After completing observations, the teacher and class discuss interviewing techniques using: A) a cassette tape of ninth graders interviewing Santa Barbara's homeless, B) a video taped TV interview, C) a transparency of opening paragraphs of *People* magazine articles to illustrate leads and techniques of interviewing, D) a *New Yorker* interview by John McPhee, E) photographs of the teacher at various ages on transparencies and students interviewing the teacher. The students then reveal their identities to their subjects and interview them. Rough drafts and an editing draft precede the finished paper, which is displayed on a bulletin board with photographs of the subject. The higher level thinking skills used in this project combine knowledge (acquiring data), analysis (finding the interesting facets of the subject), and synthesis (putting the facets into a whole paper). The project takes two weeks to complete at the beginning of the semester.

State Framework

The English/Language Arts Framework recommends:

- *". . . the integration of listening, speaking, reading and writing and the teaching of language skills in meaningful context."* — This project develops listening/observational skills; the context is meaningful because of peer relationships.
- *"focus on . . . cultural issues"* — In our more heterogeneous schools students need to know each other's family/cultural background.
- *"A writing program that includes attention to the various stages of the writing process"* — Process is the key word: prewriting (observational notes), drafting, and publishing.

The Students

This project was used in ninth and twelfth grade classes, ranging from general freshmen to Advanced Placement Seniors. Elementary students could also use this technique.

Materials and Facilities

You will need: overhead projector and transparencies, VCR for interview tape, and cassette player. Copies of the tapes are available.

Outside Resources

The principal or other staff can be interviewed by the class.

Overall Value

For language arts classes to be effective, teachers need to know the students and the students need to know each other. An essential ingredient is interaction and this idea provides it! The papers are always interesting reading. When students evaluate their composition portfolio, they usually choose their interview paper as an example of their best writing. Not only do students learn about others in the class, they learn about themselves.

The Staff

I have taught English at San Marcos High School since 1961. I have been an active South Coast Writing Project fellow and have served as a Co-Director for several years.

Grades 5-12

English/Language Arts

More Information

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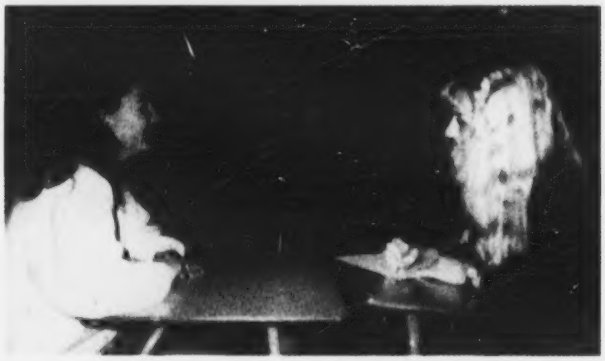
Business Partner

Raytheon



Grades 6-12

Language Arts
Career Awareness

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Business Partner

Applied Magnetics Corporation

Modified Resume: From Fiction to Non-Fiction

The Idea

Modified Resume: From Fiction to Non-Fiction **introduces students to the concept of a resume, and teaches them to apply a modified resume to characters in literature and finally to themselves.**

Students discuss examples of traditional resumes before being introduced to The Modified Resume, which uses special teacher-created categories in literature. They compile information in these categories through reading and logging in cooperative group work and class discussion. Students compare growth in characters by doing beginning and ending of the book resumes.

Finally, students apply The Modified Resume to themselves. Students create an "ideal" resume which describes how they would like to see themselves as responsible adults, then write a resume describing how they see themselves now and set goals to enable them to achieve their ideal. As students become adept at using The Modified Resume, they can substitute it for traditional book reports and develop their own categories.

The resume involves higher thinking skills as students analyze and evaluate characters and themselves, and cooperative learning skills as they compose group resumes on characters.

State Framework

This idea emphasizes the integration of listening, speaking, reading, and writing as proposed by the English/Language Arts Framework.

The Students

This unit was introduced in 1988-89 to 90 Grade 7 students, and used this year in a Grade 6 self-contained class. Cooperative groups facilitated positive results, especially with limited-English speakers. With practice, all students independently wrote modified resumes.

Materials and Facilities

Quality literature promotes this idea. I have used *The Cay*, *Call it Courage*, *Summer of the Swans*, and *The Contender* in this unit. All are strong examples of books suitable for my grade level that show character growth. Sample resumes from college career centers provide concrete examples of traditional resumes.

Outside Resources

Inviting local business individuals to discuss the importance of a resume provides a good starting point in this program.

Overall Value

After using The Modified Resume to analyze characters, students think more about characters' personal growth and goals. When students create their own resumes and goals, the path to success seems achievable. Students' awareness that skills, responsibility and goals are likely to lead to personal growth and achieving goals allows students a feeling of accomplishment and a feeling of promise for their future.

The Staff

I have been teaching for 13 years in the Santa Maria-Bonita District, 12 at Fesler Junior High, and one at Alvin School. I helped pilot Skills for Adolescence (SFA) in 1986, and was a Mentor Teacher in SFA in 1989. The resume idea was created from a lesson on self-confidence in SFA and then incorporated into literature.

Where's the Poetry? It's in the Music!

The Idea

Students discover poetry through analyzing the lyrics of popular music. Bringing selected songs that the students have heard into the classroom for serious study "hooks" the student's interest so that the teacher can then teach various poetry reading techniques.

This method breaks down the barriers students have to poetry by helping them realize that poetry is already part of their lives and is still being written today. Furthermore, this strategy innovatively validates the students and their music, a very important aspect of their lives. When outstanding examples of their culture are included in a unit with well-known poets, the students feel that literature is not so remote from their lives.

The song, played while the class enters the room, piques interest immediately. Each playing of the song requires the student's attention to be focused directly: first, to cast the storyline; second, to clarify confusing lines; third, to zero in on key words, images or symbols. Between each playing, the students work in cooperative groups to clear up questions and to raise points for discussion. The complexity of the song and the teacher's objectives determine the number of times the song is listened to. (Simon and Garfunkel's "Sounds of Silence" and Don McLean's "Vincent" require more times; Neil Diamond's "America" [part of an American Dream unit] requires fewer times.)

Cooperative groups, class discussion, any of the California Assessment Program writing essay modes — particularly evaluative, interpretive, or reflective — can be used and help promote higher-level thinking skills as the students grapple with theme and symbol, just as they would with a poem. This strategy can be employed at any time during the year, as a unit by itself, as part of thematic literature units, or as part of poetry genre unit.

State Framework

This idea implements the English/Language Arts Framework's literature goals by developing various critical reading skills needed for poetry and other forms of literature. Furthermore, an awareness of and appreciation of literature is nurtured.

The Students

Approximately 150 high school juniors of all ability levels participated in this activity in 1989-1990.

Materials and Facilities

The record, tape, or compact disc of the song is needed, as is the appropriate player for the medium. The students need paper and pen or pencil for notetaking. (An album jacket with words on it certainly makes the teacher's job easier.)

Outside Resources

No outside resources are required.

Overall Value

The students become exceptionally engaged with the literature (i.e., the song). They often comment that it is the first time they have ever listened to the words of a song or realized that some of their music was poetry. Over the nearly 20 years that I have used this technique, my former students often ask if I am still using records in the poetry unit and recall specific experiences which made it a highlight of English.

The Staff

I have taught for 23 years at Santa Maria High School. I have used this idea in many ways over those years. I am a fellow in the South Coast Writing Project and received IMPACT II grants in 1988 and 1989.

Grades 7-12

English/Language Arts
Music

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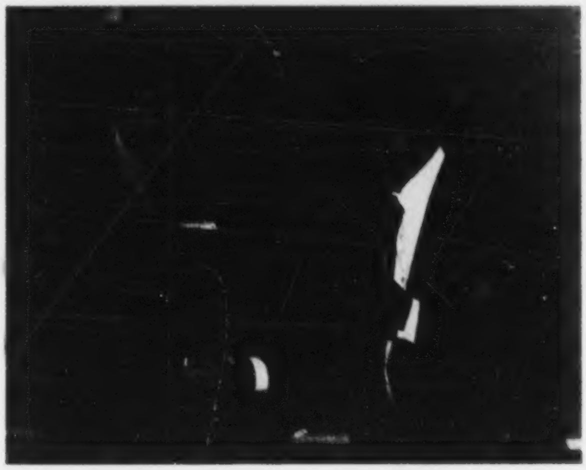
Business Partner

Santa Barbara Research Center



Writing to Video

Grades K-12

English
ESL, LEP
Foreign Language
Social Science

More Information

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Fred Miller, Principal
Santa Maria Joint Union High School District

Business Partner

Atlas Performance Industries

The Idea

***Writing to Video* uses popular TV situation comedies to teach language and relationship skills.** Students write scripts for soundtracks with dialogue, sound effects and music using such programs as "thirtysomething" and the Bill Cosby Show.

The teacher begins with a description of the scene they are going to see, including what the action is and who the characters are. The students are then shown the excerpt without the sound.

The teacher divides the class into groups of three to five students each with limited-English speaking students in groups with English proficient students. Each group is provided with storyboarding checklists to help them structure the dialogue, sound effects, and music for the scene. Each group creates its own script for the sound track.

After storyboarding the soundtrack, each group decides who will play each part and provide each sound. Rehearsal is followed by recording the soundtrack on audio tapes. Finally, the class watches the TV excerpt with each group's soundtrack. After viewing, students share the qualities they liked best about each soundtrack.

This idea motivates students to express themselves in language because it uses a favorite TV program. The idea promotes the application of higher-level thinking skills by encouraging students to bring their own life experiences to their script writing, by analyzing the video and evaluating their own and each other's tapes. Also, the idea promotes attitudinal and behavioral changes through enhanced interpersonal skills as the students work together effectively as a group. The unit is taught for one period a day for a week or longer.

State Framework

This project is ideal to satisfy writing across the curriculum emphasized by the California English/Language Arts and History/Social Science Frameworks.

The Students

This idea has been used effectively with 30 high school students who were studying parenting skills in a Pregnant Minor program. It not only motivated students to express themselves in language, but also allowed them to experiment with parenting strategies.

Materials and Facilities

The materials used are a TV, a VCR, two tape recorders, a pre-recorded video tape, and blank audio tapes.

Outside Resources

No outside resources are required.

Overall Value

This idea is especially helpful when working to improve limited writing skills and classroom cooperation. Students are encouraged to bring their own experience to writing to better express themselves in language. They also improve self-esteem by "performing" with a major TV program.

The Staff

I have been the teacher/director of the Minor Parent Program in the Santa Maria High School District for 12 years. Previous to that, I was the Humanities Department Head at Righetti High School, teaching such classes as art, weaving, ceramics, and crafts. I have been both an IMPACT II Disseminator and Adapter. I was selected as a Teacher of Excellence in 1989-90 for Santa Barbara County, and received a Certificate of Achievement for Efforts to Improve Opportunities for Young Women from the American Association of University Women.

Mathematics/Science/Computer Education

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Secondary

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100% American

Grades 5-12

Mathematics
Social Science

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Dale Hyatt, Principal
Orcutt Union School District

Business Partner

Arco Oil & Gas Company

The Idea

***100% American* is a year-long bulletin board with five interesting statistics which change weekly.** These are used in a variety of activities to help students understand percentages and American life. Although items are normally chosen at random from *100% American* by Daniel Evan Weiss, I have had Fast-Food Week, Geography Week, Teenage Girls Week, where the statistics focus on a topic.

The statistics are read and the meaning of percent is emphasized. "13% means 13 out of 100," etc. When appropriate, the class votes on each item, estimates, and then calculates the percentage. For example, 33% of American households own a dog. In one of my classes, 14 out of 29 students, or about 48%, had dogs. When there is considerable discrepancy between all Americans and our class (34% of American teenage girls own ice skates — 0% for my class), a discussion of the possible reasons follows.

Some statistics require ballot voting: 41% of Americans aged 8 to 17 would grade most of their teachers an "A." Facts like "2% of Americans die in automobile accidents" are related to our school of 350 students. What is 2% of 350?

Sometimes students begin with estimation before learning what the national statistics are for that week's items.

State Framework

Statistics is included in the seven strands of the Mathematics Framework. But, the greatest value of this idea is increased *understanding* of percentage — number sense.

The Students

Nearly 150 Grades 7-8 students, at all ability levels, have participated in *100% American* activities. When Friday arrives and we haven't discussed the statistics, the students remind me. Many students come in before school on Mondays to read the new statistics of the week.

Materials and Facilities

Daniel Evan Weiss' book, *100% American*, provides at least three years worth of interesting statistics. It is available at B. Dalton Bookstores. An almanac is also helpful. As the year progresses, students bring in statistics they have found in magazines and newspapers.

Outside Resources

No outside resources are required.

Overall Value

Percent is an important part of American life. This idea allows me to teach percentage in a meaningful and fun way. Furthermore, our discussion of the statistics has led to an interesting exchange of experiences between students and teacher.

The Staff

I have taught mathematics in Grades 5-8 since 1963. In 1988, I was a recipient of an IMPACT II grant and received a national IMPACT II/Business Week grant in 1989.

In the Bonds

The Idea

How atoms combine in a definite set ratio can be illustrated very easily and inexpensively by the construction and manipulation of *In the Bonds* models.

Students use a master jig copy of various elements to trace and cut out paper models. When students, working individually or in groups, try to combine the various cut-out shapes, they see that only certain combinations are possible and can demonstrate what will combine and what won't. They can easily predict possible combinations of atoms, and derive simple chemical formulas. It is particularly helpful with students who have difficulty with abstract, linear thinking.

This idea can be used in any science unit or science class where atomic theory and bonding are being covered — chemistry, biology, geology and physical science. *In the Bonds* can be used throughout the year starting with an introduction to bonding, and then leading to writing equations and formulas. As time goes on, more and more information about each element can be added to each model. This allows the idea to work at different grade levels and subjects.

State Framework

Atomic theory and how atoms combine is part of the Science Framework.

The Students

This idea was used with about 150 high school chemistry students, mostly eleventh graders, over the past year. In developing the idea, adults and elementary school students used it successfully, also.

Materials and Facilities

To construct the models, several colors of paper or cardstock are needed (or plastic, wood, metal or any other rigid material). Scissors, marking pens, and a compass are needed. An overhead projector can be used to project examples for the entire class. I will provide templates for the models and some suggestions for their use by elementary teachers.

Outside Resources

Parents or members of the PTA could make class sets, but outside resources are not required.

Overall Value

The value of *In the Bonds* is that it allows students to visualize and reinforce a difficult concept — how atoms bond. This is especially true for the student who is predominately right-brained. This is also an effective method to show how models are used and modified in science.

Students who used *In the Bonds* were enthusiastic. Many stated that it helped them to understand bonding and ratios. Students who thought they could not solve problems or predict the outcome of reactions were able to do so after using the models. It was great to see their confidence level rise. Other teachers in the science department felt that this was of value and wanted to try it.

The Staff

I have organized and selected materials to meet critical needs in units which closely follow textbooks. I have taught in the Santa Barbara High School District for 24 years and chaired the Science Department at San Marcos High School. I was an IMPACT II Disseminator in 1987. Many science catalogs have 3-D atomic models, but they are expensive. The idea for *In the Bonds* came from the need for inexpensive models. This idea was derived from a paper DNA model.

Grades 4-12

Science

More Information

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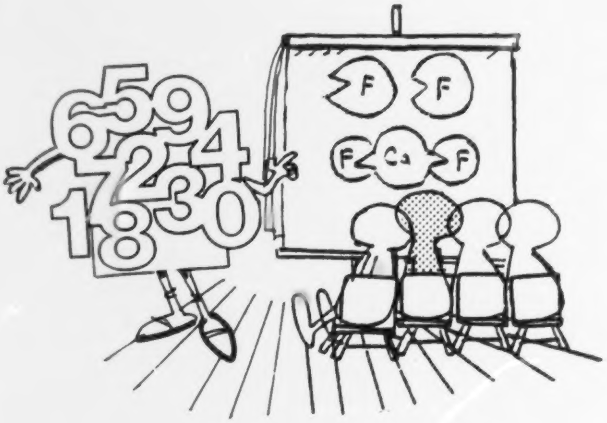
Rudy Aguilera, Principal
Santa Barbara High School District

Business Partner

Exxon Company, U.S.A.



Grades 6-12

Language Arts
Computer Education
Special Education

More Information

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Dr. Debra Bradley, Principal
Lompoc Unified School District

Business Partner

Martin Marietta Corporation

TEACH: Accessing the World through Adaptive Computer Technology

The Idea

***TEACH* enhances basic writing and research skills while developing computer literacy for physically handicapped (PH) and resource students, using an approach adaptable to any classroom.**

Telecommunication: computer-modem data retrieval skills
Exchanges: penpals-local/around the country
Access: research using on-line reference libraries
Communication: local/national electronic bulletin boards
Help: interactive current events forums, conferences

After students develop computer and modem literacy, they do varied activities including: structured pen pal writing experiences; hypermedia products such as autobiographies that combine graphs, text, sounds, and video; research projects ranging from words not in the dictionary to extensive reports and research papers.

State Framework

The English/Language Arts Framework recommends enhancing basic writing skills across the curriculum using computer technology.

The Students

Twenty students participated in 1989-90, including resource program special day class and physically handicapped students, Grades 7-12. For some of these students, *TEACH* was the only way they could do research or learn in-depth about current events. For other students, gaining computer skills and doing projects like the autobiography resulted in work completion, improved school attendance, and a more positive attitude toward school.

Materials and Facilities

Standard computer setups with an internal or external modem ($100-$150), a commercially available telecommunications software package, and access to a phone jack somewhere on campus for at least one participating teacher are needed.

There are no-fee local electronic bulletin boards. Online computer services for maximum development of the program cost $50-$150 to join plus hourly charges. Phone costs vary depending on location in the county. I can provide simple directions for using modems and bulletin boards and information about resources.

Outside Resources

Online computer services which I have used are: CompuServe, AppleLink/American Online, New York Institute of Technology's TECHNET, Iris.

Overall Value

Participation in classroom telecommunications provides a vocational/life skills lifeline for the PH and others. The *TEACH* concept is invaluable for mainstreaming PH students and motivates increased at-home independent computer learning.

The Staff

I have taught physically handicapped students for 12 years. This program began 18 months ago. In 1989, I formed the Special Education TeleClub , which receives community funds for costs of online service. We were awarded second place in the Computer Learning Foundation's national contest for a Computer Storybook in the Secondary Special Education category.

Self-Esteem/Classroom Management

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Elementary

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Ability Awareness

Grades K-6

Self-Esteem
Special Education

More Information

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Dr. Audrey O'Neil, Assistant Superintendent
Santa Barbara County Education Office

Business Partner

GTE-California

The Idea

***Ability Awareness* gives students the opportunity to experience first hand what it might be like to have a disability, and enhances a year long program designed to facilitate integration of regular and special education children.** Prior to the "hands-on" workshop, students view a video in their classrooms which shares viewpoints of children with disabilities.

Students visit three centers at the workshop: Hearing and Communication (e.g., learn simple signs, listen to hearing aids, speak with an artifical larynx); Vision (e.g., learn how vision can be enhanced with large print, magnifiers, and tactile books, concepts of reading and writing braille, beeper ball catch); Orthopedic (e.g., use crutches, canes, walkers, braces, and wheelchairs, solve problems such as picking up an object off the floor). The students are encouraged to share their feelings and ask questions.

Follow-up activities include informational handouts, books and videos for student use, Wheelchair Athletics and a performance by Access Theater. The continuing value of these awareness experiences is seen each day through our campus integration and Buddy Program.

State Framework

Awareness of disabilities is not incorporated into the frameworks, but is vital in expanding students' knowledge of the community in which they live. The *Ability Awareness* activities provide experiences useful with a school's core curriculum.

The Students

Approximately 600 Grades K-6 regular education students participated in 1988-89 and 1989-90. Mary and Maura have 16 students with severe multiple disabilities, ages 5-12, in their two adjoining classrooms who do many integrated activities with the other Hollister students.

Materials and Facilities

Multipurpose rooms are best for workshops, with tables for activities. The more equipment you can acquire, the more direct experiences each student can have. Curricula and books should be available for follow-up units. We can provide a bibliography of books and videos available as well as suggested sources for equipment and staff.

Outside Resources

Many outside resources are needed. Use of community agencies, private businesses, and school groups creates a positive focus and integration of organizations.

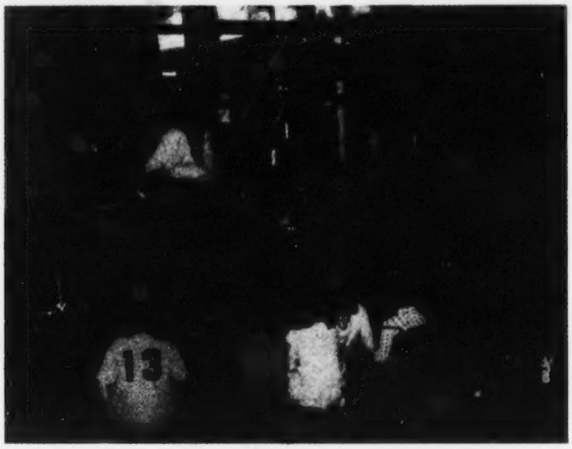
Overall Value

Children are especially concerned with physical disabilities and appearance but they learn that we all have more abilities than disabilities through this program. It increases integration with regular education students, who show new appreciation for the abilities of our students. Teachers give strong support to the program. As the questions and fears of the unknown are addressed, the doors to friendship and understanding are opened.

The Staff

Mary Gibson: Special Day Class Teacher for five years. Nominated for the Teacher of the Year 1989-90, two IMPACT II Adapter Grants, three Teacher Excellence Grants.

Maura Kennedy: Special Day Class Teacher for three years. Nominated for Outstanding First Year Teacher 1987-88, IMPACT II Adapter Grant 1988-89, two Teacher Excellence Grants.



Be A Friend

The Idea

***Be a Friend* is a weekly program designed to eliminate stereotypes attributed to special education students and reduce the invisible barriers that exist between regular and special education.** The program enables all students to socially interact, build confidence, create new friendships, and improve self-esteem through carefully structured activities.

Second and third grade regular education students meet once a week, for one half hour in the K-3 learning handicapped classroom. Integrated groups of students select high interest board games to play in a relaxed setting. Two specially selected upper grade student volunteers explain game rules and act as mediators if conflicts arise.

At the end of a half hour, the regular education students leave and the special class students have a classroom meeting focused on sharing experiences, friendships, and of course, who won each game! In the group meeting, students and the teacher discuss important themes such as sportsmanship and friendship, applying them to the children's experiences. Socially acceptable behavior and underlying societal values are emphasized in discussion.

Additional activities for the special education students include creating and illustrating friendship posters, writing pen pal letters or poems, and performing puppet plays which further encourage the students to share their feelings and integrate self-esteem into other curricular areas.

Be A Friend is also useful in the regular education classroom for shy or "at risk" students. It can be adapted to "big and little buddy" programs.

State Framework

This weekly program supports the History/Social Science Framework by integrating self-esteem and communication skills into the curriculum areas of oral and written language, and emphasizing the framework's underlying goal of developing civic and democratic values as an integral component of good citizenship.

The Students

Eleven K-3 learning handicapped and 13 second, third and fifth graders participated in 1989-90.

Materials and Facilities

Students play games at tables or desks in the classroom. Regular classroom supplies are used for additional activities. Refreshments such as popcorn, punch, and cookies are served.

Outside Resources

No outside resources are required.

Overall Value

Confidence and a sense of self-worth are improved as students increase self-awareness and succeed at making and being friends. Now, regular education students are asking students in my class to teach them games, to eat lunch with them and to play handball during recess. Lasting relationships are formed and special education students feel more a part of the school. The concept of sportsmanship is developed and the students have fun!

The Staff

I have taught special education for 12 years. I have had experience as a Resource Specialist and Learning Handicapped Teacher at Mountain View Elementary School.

Grades K-6

Integrated Learning
Self-Esteem
Special Education

More Information

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Santa Barbara Bank and Trust

LaBelle, Self-Esteem, Women's Workshop Award

I Can When I Think I Can

Grades 1-5

Self-Esteem
Art
Language Arts

More Information

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Carl Krugmeier, Principal
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Business Partner

Arco Oil and Gas Company

The Idea

***I Can When I Think I Can* is a two-month long activity that develops student self-esteem and cooperative skills through discussion, reading and writing activities culminating with student-made banners decorating the walls and ceilings of the classroom for Open House.**

In cooperative groups, students brainstorm and create charts describing different personal characteristics, (i.e., qualities, skills, awards, accomplishments, and things they do well). Then, two partners create a display that demonstrates the important growth experiences they have had during their lives.

The cooperative groups all contribute to class charts, graphs, collages, or murals that indicate everyone's uniqueness. Journal entries, relating to the discussions, are done two to three times each week.

Biographies are discussed and students are led into writing autobiographies, doing peer-editing and re-writing, with the finished product being ready for Open House.

There is much discussion and reflection on how responsibility, accountability and perserverance affect us in our daily lives. These ideas are related to actual happenings on the playground, at home and in the classroom. We also use appropriate newspaper and magazine articles and stories to talk about people and characters having and using similar characteristics.

Students use the "Print Shop" program to print banners saying, *I Can When I Think I Can.* During their free time, students color the banners, which are mounted and laminated, then attached randomly across the ceiling and on any empty wall space.

State Framework

This activity fits into the English/Language Arts Framework by students interacting with their reading and writing, interacting with one another, building positive feelings among children of different capabilities and ethnic groups, helping children take more pride in themselves and in their work.

The Students

I have used this in the past with my Resource students. Two other teachers are going to use this activity in their classroom. Parents have been delighted and find wall space for their child's banner at home.

Materials and Facilities

Materials needed are some kind of personal journals, Print Shop computer program, chart paper, magic markers, classroom graph paper, crayons, writing paper, covers made for the student's biographies, room to hang all the banners.

Outside Resources

No outside resources are required.

Overall Value

This idea really increases student awareness of personal positive qualities and characteristics. Students are proud of displays, banners and autobiographies. Their overall work effort increases during this unit. Students come back a year or two later and tell me they still have their *I Can When I Think I Can* banners up on their walls at home.

The Staff

I developed this idea in 1988 to find additional ways to develop my students' self-esteem and pride in themselves. There is no outside help necessary. I taught Grades 4-6 for five years and have been a Resource Specialist in LUSD for the past 14 years. I am the district's Cooperative Learning Mentor.

Social Science

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Travel Teams

Grades 3-6

Social Science
Mathematics
Classroom
Management

More Information

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Barbara Fileto, Principal
Carpinteria Unified
School District

Business Partner

Chevron, U.S.A., Inc.

The Idea

***Travel Teams* is geography study combined with measurement skills and the adventure of learning about a new place.** The cities in this project, San Diego, San Francisco and Los Angeles, are especially educational for fourth graders, who study California.

When a destination is reached or, en route to it, the team answers task card research questions before earning a bonus. After that card has been completed, another card is drawn and the city tour continues! Factual information about the historic places, natural wonders, famous buildings and recreational places are studied in order to answer the task card question.

This unit not only provides the opportunity to study California city maps and places, but provides cooperative teamwork in decision-making and creative thinking as the team decides the best routes to take. Directional skills are practiced by moving on a city map. This unit is a simulation of a tour group on location!

The class studies each city for about a month and the students don't want to stop traveling!

State Framework

The History/Social Science Framework emphasizes the importance of geography.

The Students

In 1989-90, all of my fourth graders worked on this project. My class included eight-through eleven-year-old students. We also have four Resource students, one non-English speaking student, and two GATE students. The Travel Team is made up of students from every achievement group.

Materials and Facilities

The major materials are: excellent, detailed city maps with wide streets and lots of pictures, large bulletin board, different colors of travel pins with matching yarn, city guidebooks. Copies of all the task cards are part of the teacher's packet available from me.

Outside Resources

The public library has travel guidebooks, travel bureaus can provide travel brochures, and parents may have memorabilia, videos or photos.

Overall Value

Travel Teams can be a fun way for classmates to travel through the major cities of California and to learn interesting facts about each city and its geography. Teachers in other grade levels could use this idea and adapt it to places in their area of study. I like combining the earning of class management points with something which has meaning.

The children in my class hope they will get to vacation in the places they have been to in this unit. One child said that he probably will not get lost now! The children are very careful to travel by the best route so that they will not waste any centimeters. They encourage each other to get the tasks done so that they can enjoy the Bonus and get their new "Destination." We travel with AAA — All Achieving Amigos!

The Staff

I have taught Grades 3-5 at Main School for over 20 years. I was a Mentor Teacher for two years. A previous IMPACT II grant was for *Mini-City*. Its classroom management system forms the base for this idea. The most important helpers in this project are the students who run this *Travel Teams* tour unit by themselves. The teacher goes along for the ride. I always learn something new about each place through their eyes!

Take an Idea and go CREATIVE

1990
ADAPTER GRANT APPLICATION

APPLYING FOR AN IMPACT II ADAPTER GRANT

An Adapter is a teacher who takes a curriculum idea(s) profiled in an IMPACT II catalog and creatively modifies it (them) to his/her own classroom situation.

A maximum of 50, $200 Adapter Grants will be awarded. After applications have been approved for funding by the Advisory Council, the first 24 grants will be awarded on a one-to-a-district basis. Any of these that are unused and additional grants will be awarded without consideration of the recipient's district.

If you are interested in applying for an Adapter Grant, here is information to help you with the process:

1. You may adapt any idea(s) that have been published in any of the six IMPACT II Catalogs. Check the Cumulative Subject Index (page 55) for a listing of all the ideas. If you do not have catalogs from previous years at your school, call Nancy Emerson at (805)-964-4711, Ext. 229.

2. You may adapt an idea that was developed for your grade level/subject matter or explore how ideas from other grade levels/subjects can be used with your students. You can also combine two or more ideas, including a local idea plus one from another IMPACT II program (information available from Nancy).

3. If you received an IMPACT II Adapter or Disseminator Grant in 1989-90, you are not eligible to apply for an Adapter Grant this year. You may not apply to adapt the same idea more than one time.

4. Central to the IMPACT II program is the belief that teachers have a great deal of value to share with each other. Therefore, IMPACT II ***REQUIRES*** that you contact the teacher(s) who developed the idea(s) before submitting your grant application. You can do this by:

   - Attending the IMPACT II Curriculum Fair.
   - Attending a workshop given by the teacher.
   - Talking to the teacher by phone or corresponding with her/him.
   - Visiting the teacher in his/her classroom. Some IMPACT II funds are available to pay substitutes. Talk to Nancy Emerson and your principal.

   When you contact the teacher, he/she will send you written materials. In addition, there are some videotapes of teachers presenting their curriculum ideas available through the County Office's Audio-Visual Catalog.

5. **START EARLY AND ATTEND AN ADAPTER GRANTWRITING WORKSHOP.** Dates and locations are listed in the announcement accompanying the catalog.

   All applications are due in the County Office by County truck or postmarked no later than FRIDAY, NOVEMBER 16, 1990. After you complete the draft application, ask an IMPACT II Advisory Council member (page iv), a teacher friend or your principal to read it and comment. Be sure you allow time for your principal to sign your final application and send it to the district office for signature. Either you or the district office can send it to the County Office.

6. The IMPACT II Advisory Council will read grant applications, without identifying information, and will score them on the following criteria: instructional value of adaptation, creativeness of adaptation, and clarity of application.

1990 IMPACT II DISSEMINATOR GRANTS

Disseminator Grant applications will be distributed to each teacher beginning January 14, 1991, and **the application deadline will be March 8, 1991.** All applications are read by the IMPACT II Advisory Council with no identifying information. Members are given no applications from their own schools. Curriculum ideas are selected on the basis of merit with no limitations on the number of ideas that can be selected from a given school, district, grade level or subject.

PLAN TO ATTEND A DISSEMINATOR GRANTWRITING WORKSHOP. Dates and locations will be included in the application packet.

IMPACT II

IMPACT II ADAPTER GRANT APPLICATION

PLEASE USE THE COMPUTER OR TYPE THE APPLICATION

POSTMARK/COUNTY TRUCK DEADLINE: NOVEMBER 16, 1990

PLEASE DETACH AND RETURN

A. GENERAL INFORMATION

Applicant's Name ____________________ District ____________

School ____________________ Home Phone ____________

Home Address ____________________ City ______ Zip ______

B. INFORMATION AND IMPLEMENTATION

1. Catalog Title of Curriculum Idea(s) ____________________

2. Disseminator Name(s) ____________________

3. **Direct contact with the Disseminator(s) of the curriculum idea(s) you are interested in adapting *IS* REQUIRED before a grant can be approved.**

   I made contact via: ___ Curriculum Fair/Workshop ___ Telephone ___ Letter ___ Visit

4. State grade level(s), subjects, and number of students who will be involved in your adaptation:

   K___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___

   Subject and/or Special Student Group: ____________________

   Number of students: ________

5. When will (did) you begin using this curriculum idea? Date ____________

6. What is the educational need for this idea in your class? ____________________

7. How will you implement the idea(s) with your students and curriculum? ____________________

8. What changes will be made from the original idea(s)? Use 1 additional page if necessary. ____________________

8. What materials will you need to adapt this program in your class? ____________________

____

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____

C. STAFF AND RESOURCES

What other persons, if any, will be involved in using this idea? (e.g., teachers/specialists, para-professionals, parents, etc.)

____

____

What other resources does your school/district have to assist in adapting this idea? (e.g., equipment, instructional materials, community services) ____________________

____

____

May teachers or IMPACT II staff visit your class with prior approval?
_____ Yes _____ No

D. ADMINISTRATIVE SUPPORT *(To be completed by the school principal.)*

I support implementation of this program during the school year. _____ Yes _____ No

If the adaptation is successful, will you be able to fund its continuation as part of the regular school budget next year? _____ Yes _____ No

COMMENTS: ____________________

____

____

____
Applicant's Signature

____
Principal's Signature

____
District Administrator's Signature

E. DISSEMINATOR COMMENTS *(To be completed after application is sent to IMPACT II.)*

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Archeological Dig

The Idea

***Archeological Dig* is a unit (available with student materials in both English and Spanish) where students learn how archeologists piece together a civilization from artifacts.**

Using a variety of teacher-gathered (non-textbook) information and resources, the students spend several weeks learning about prehistoric civilization. During this time they discuss how we know about prehistoric times without any written evidence. They study the cave paintings, bones, tools, etc., of prehistoric man. Each time the students are asked to predict/infer what the item meant, represented, or was used for in that culture. They also study what an archeologist does and how he/she does it.

To help the students understand the problems that an archeologist faces, two- or three-person cooperative groups are given boxes which are half full of dirt and contain several buried items. The boxes contain, among other things, beads, broken pottery, potpourri, rocks, branches, shells, and gravel. The students are given paintbrushes and spoons for digging. They are also given manila paper on which they record the location of their "finds."

As each item is uncovered, students record where (using a grid as well as labeling each item) and how (position) the item was found. They keep accurate and detailed notes of their dig (enough detail so they can reconstruct the box if necessary). After the students remove everything, they clean and reconstruct any broken items.

Next the students decide what each item was used for in the culture. These are recorded on paper. This paper is then used to write "formal" group reports that predict, infer and draw conclusions about the civilization they have uncovered. They then display and present their findings at an "archeological conference."

State Framework

This fits in with the new History/Social Science Framework which recommends ancient history be taught in Grade 6. It also involves writing skills and presentation skills from the English/Language Arts Framework.

The Students

This project was done in 1989-90 with a bilingual sixth grade class of 28 students. Students were allowed to work in either Spanish or English. In some cases both languages were used. This project can be adapted to any level of student since cooperative learning is used.

Materials and Facilities

The materials needed are readily available and may vary with the teacher. Boxes (any size will do — I used duplicating paper boxes cut in half lengthwise); potting soil or dirt; items purchased from variety, import and grocery stores; rocks and twigs from yards; paintbrushes; plastic spoons; manila paper and glue (not Elmers). All student material is available in both English and Spanish. There is also a video of the dig and class presentations.

Outside Resources

No outside resources are required.

Overall Value

Students have the opportunity to actually become archeologists and to learn and understand the process. They learn to predict, infer and draw conclusions. They also see that their answers/ideas may not agree with what someone else thinks.

The Staff

I have taught a sixth grade bilingual class at the middle school level for the past 10 years.

Grades 4-12

Social Science
Language Arts

More Information

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John Lemon, Principal
Lompoc Unified School District

Business Partner

Lompoc Lumber Company

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Chapter Adapter

Grades 6-12

Social Science
All Subjects

More Information

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Gerald Walsh, Principal
Santa Maria Joint Union High School District

Business Partner

Renfrow Auto Center

The Idea

***Chapter Adapter* is designed to promote learning of information from books through group interaction, critical thinking, and the use of student-designed visual aids.** Instead of answering questions from the chapter, the students work in groups on parts of the chapter and prepare a visual presentation (bulletin board/poster) for the rest of the class. This stimulates leadership through oral presentation and class discussion.

After the teacher divides the chapter into sections, students divide into the same number of groups. About four-six students is a good size to insure maximum participation by each member. First, the group reads its assigned section. Then, the students brainstorm to decide what the main ideas are. A creative title is chosen to draw attention to the bulletin board. "Construction materials" are selected such as glitter, paint, magazines, and construction paper, which are provided by the teacher. Innovative students sometimes supply some items. While putting the project together, they are encouraged to use as few words as possible and concentrate on visual interpretation.

To assure continuity, the bulletin board/posters are presented to the class in the same order as the chapter. Each student is responsible for part of the oral presentation, and the rest of the class asks questions of the group. The completed projects are displayed in the class to reinforce what was learned and to help teach the information to students who were absent.

State Framework

The Home Economics Framework stresses leadership skills, literacy in all subject areas, critical thinking skills and group interaction skills. Also, higher level thinking such as analyzing is encouraged.

The Students

The idea was adapted in my economics and Marriage/Child/Family classes three years ago when I found that students were not understanding the information in specific chapters, especially those dealing with psychology and sociology. The students were enthusiastic and became much more involved in the material. Their test results confirmed what I could see during the presentations — they learned the information.

Materials and Facilities

This activity is done in the regular classroom using basic art materials and student's textbooks. They may use additional resources from the library if they desire.

Outside Resources

Sometimes, students will bring additional materials from home to enhance their project. Examples of these are empty food boxes, handcuffs, candy, wire.

Overall Value

Chapter Adapter creates enthusiasm for learning. The students are much more involved and feel proud of their accomplishments. It enhances their self-esteem as well as their leadership and critical thinking skills.

The Staff

I have taught Home Economics, Economics, and Social Science at Righetti High School for 17 years. I serve as Home Economics Department Head. I received a CTIIP grant to develop the economics course in 1986 and was recognized as a Teacher of Excellence in 1988 for Santa Barbara County. I developed this teaching method out of necessity to help students better understand difficult information.

We the People

The Idea

***We the People* is a homework project in which students relate constitutional principles they are learning in class, especially the seven concepts of the preamble, to current events that illustrate the fulfillment of those ideas.**

The Preamble focuses on what the History/Social Science Framework sees as an important student need "to understand the central dilemma that confronts all societies and the basic principles that guide the democratic resolution of that dilemma: how to endow civil government with enough power to govern efficiently and yet to limit that power to protect against tyranny of government and its infringement on the property and liberty of individual citizens."

While the students are studying the Constitution in class, they are working on this synchronous assignment at home. They find relevant newspaper or magazine articles and explain how each clipping reflects the realization of each of the seven concepts. For example, for the goal *to form a more perfect Union*, an article on taxation could illustrate the addition of either the executive or judicial branch or the concept of separation of power. Or the student could use an outcome that was not envisioned by the framers. One of my students used this approach. "My article, 'One Man vs. Racial Injustice,' relates to the phrase 'in order to form a more perfect Union.' The article is about a Supreme Court justice, Thurgood Marshall. The Supreme Court helps make a more perfect Union because it is always interpreting laws in the United States to follow the Constitution. With the help of Thurgood Marshall, blacks and whites could go to school together."

State Framework

This idea involves several strands from the History/Social Science Framework:

- *Constitutional Heritage* — Understanding the basic principles of democracy
- *Historical Literacy* — Understanding cause and effect and continuity and change
- *Critical Thinking* — Confronting issues and writing analytical commentaries

The Students

This idea has been used with five heterogeneously grouped Grade 8 American history classes for the past three years.

Materials and Facilities

No special materials or facilities are required. A worksheet, *To Form a More Perfect Union*, has been prepared to lead students through the weaknesses of the Articles of Confederation. Additional materials relate specific Constitutional provisions to the remaining goals.

Outside Resources

Students need to have access to daily newspapers or weekly news magazines.

Overall Value

Until I started using this idea, my Constitution unit was fact-centered. The Constitution has no shortage of important facts. Unfortunately, most of these facts are too quickly forgotten.

We the People is more concept oriented. It is the centerpiece of the unit, linking past to present. It is a celebration of the order and the freedom that we enjoy as Americans, a result of the oldest living constitution in the world.

The Staff

I have taught seventh and eighth grade history for the past 25 years. I have received two previous Disseminator grants.

Grades 8-12

Social Science

More Information

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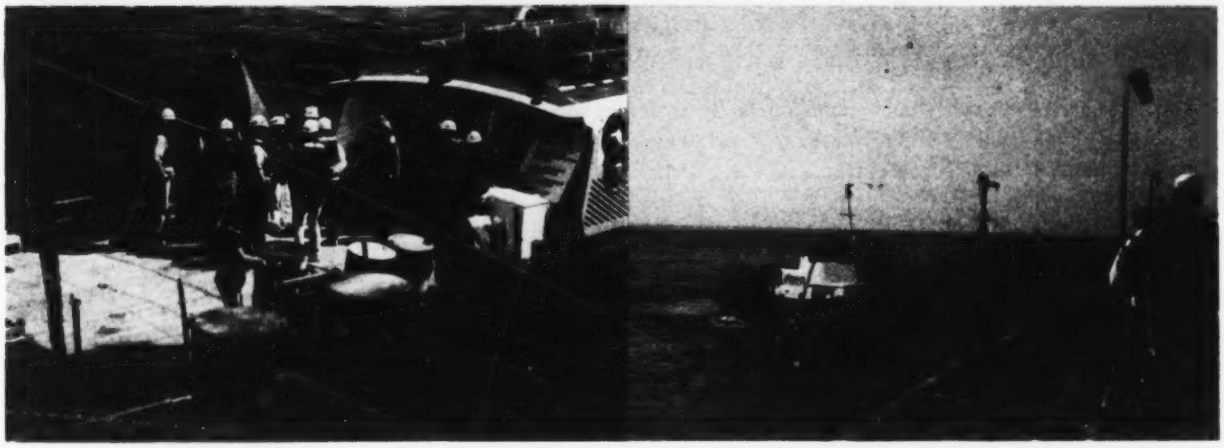
Dr. Robert Forinash, Principal
Lompoc Unified School District

Business Partner

ABC-CLIO Intellimation

IMPACT II FIELD TRIP
Exxon Off-Shore Facilities



Photos by Ellen Fuller

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How is Your Job Like a Blacksmith's?

Grades 3-8

Social Science
Language Arts
Career Awareness

More information

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James Swartz, Principal
Lompoc Unified School District

Business Partner

Ballard, Robinson, Walker Accounting Corporation

The Idea

After students learn about the various levels and types of questions, people from the community are invited to the class to answer the students' questions about their careers. At times, a year's emphasis has been on quests from math and science careers while other years have focused on community leaders.

The students take notes, and write up their notes in journalistic style. Some questions, such as, "What effect will technology have on your job five years from now?"; "What gives you the most satisfaction in your job?"; and "What qualities, skills, and interests are necessary for your job?" cause the speakers to reflect at a different level from comments responding to students' factual questions about education, experience, and salary. Notes are kept and comparisons between jobs made. This idea was stimulated by the Math Project and grew from my efforts to interest women and minority students in careers using math and science.

State Framework

The English/Language Arts, History/Social Science, Science, and Mathematics Frameworks encourage community involvement and career awareness, motivation and the development of high level math and science, and higher level thinking skills.

The Students

The number of students varies each year. Sometimes more than one class participates. Usually I have worked with fifth graders.

Materials and Facilities

Minimum materials are needed. These include: paper, pencil for notes, and perhaps a word processor for the final draft. Also a database for career comparisons is useful.

Outside Resources

This is the important area. I have found the community extremely helpful in being willing to speak. I have used various speaker bureaus; students have written letters explaining the idea and inviting people; parents have volunteered. I usually have one speaker a week for 45 minutes to one hour at a time during the day when he/she is available. I also try to get people in various aspects of an academic discipline. (e.g., oceanography — divers, oil platform workers, fishermen, conservationists, marine biologists).

Overall Value

How is Your Job Like a Blacksmith's? When the computer programmer got that particular question, it did cause the person to think for blacksmithing was his hobby. Believe it or not, there were a number of ways! Students learn about people and career opportunities while improving their questioning and writing skills. Writing has a purpose and note taking becomes something that has value. The community gains interesting insights about students of today.

The Staff

I have been active professionally in math and social science through participating in math and computer institutes, writing and teaching about activities integrating math and science, and serving as a Mentor Teacher. On the state level, I have worked as an Instructional Materials Evaluation Panelist for both math and social science. I have been awarded an IMPACT II grant and PTA scholarship. I have taught in the Lompoc Unified School District since 1970.

My Art Gallery

The Idea

***My Art Gallery* is an art appreciation program that not only teaches aesthetic awareness and art history, but also personalizes art as the children create their own individual art galleries.**

The children study many different artists, learning facts about their lives and being introduced to a number of each artist's works. In addition, they learn vocabulary words which they use to describe different aspects of each work of art.

After each art work is studied, the students produce their own rendition of that particular work, keeping in mind the artist's style but doing their *own* impressions of this work, not just copying. These are mounted in an individual, desk top, accordion-type art gallery. The children write about each artist in their own books.

This program is unique for teachers can focus on the artists who meet their own needs and interests. This program is readily used at any grade level, is relatively inexpensive to implement, and can be expanded as the teacher gathers more materials. *My Art Gallery* helps children develop visual discrimination and sensory awareness as well as their sense of themselves as artists and writers.

State Framework

This program supports the Visual Arts Framework, which recommends that children "study a variety of artworks thereby increasing their visual awareness and appreciation of art as well as gaining an understanding of their creative abilities and artistic heritage."

The Students

Twenty-five first graders of all achievement levels were involved in 1989-90. The students showed a high level of enthusiasm and pride in recognizing works of art, producing their own renditions, and displaying their works.

Materials and Facilities

This program can be set up in any classroom. It uses basic art supplies plus specialized materials, such as children's books about art and artists, art postcards, art prints, etc., found at local art museums, art print stores, and in *Industrial Magazine*. Video tapes such as *Sesame Street at the Metropolitan Museum of Art* and *Please Don't Eat the Pictures* are also available.

Outside Resources

This program is enhanced by field trips to and speakers from public and university art museums, as well as local art galleries.

Overall Value

This program enables the children to "own" their art. As a group of children were mounting their pictures, I overheard a child say, "I have my Matisse, but now I need my Mary Cassatt and Van Gogh." Students' heightened awareness of their environment becomes apparent as they compare what they see to painters' works. As one child stated, "That looks like a Van Gogh tree!" Parents have commented that their children have helped them appreciate art by pointing out artists' styles and techniques so that they, too, look at paintings with more awareness.

The Staff

I have taught the last 10 years in Grade 1 and K-1 at College School. I began teaching this program four years ago out of my love for art. The program can be taught unassisted but, in primary grades, an aide or parent volunteer is helpful.

Grades K-12

Art
Language Arts

More Information

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James L. Scarpino, Principal/Superintendent
College School District

Business Partner

Santa Ynez Valley Board of Realtors

Color Me, I'm Drug Free

Grades 5-12

Art
Health Education
Social Science

More Information

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John Lemon, Principal
Lompoc Unified School District

Business Partner

Valley Medical Group

The Idea

The *Color Me, I'm Drug Free* color book is a student original masterpiece that uses students' innovative ideas about positive activities they choose to participate in without the use of drugs or alcohol. It is then presented to elementary students and adults. It integrates American History, Drug Abuse, Art, and script-writing into one project.

The students provide positive peer pressure against drug and alcohol abuse. The results are outstanding. *One hundred percent* of the students want to submit their art work for the project. This endeavor also helps them understand their *personal* responsibility to each other and to their community.

After reviewing information from M.A.D.D., S.A.D.D., A.A., and N.A. and reading the Declaration of Independence and the Constitution, they re-write their own Declaration of Independence from drug or alcohol addiction. Students select the Declaration they feel best communicates freedom from drugs and alcohol for publication in the coloring book. After the students decide what they like to do instead of getting high or drunk, they embark on the drawings for their class coloring book. Students who submit drawings sign their "John Hancock" to the back page of the coloring book. Space is also provided for the recipient to sign.

Once the color book is printed and presented to the creators, field trips to other classrooms or elementary schools are arranged and copies of the book are given to those students. They want to add their drawings and signatures.

State Framework

The History/Social Science Framework supports the frequent study and discussion of fundamental principles embodied in the United States Constitution and the Declaration of Independence. It also provides opportunities for students to participate in school and community service programs and hands-on activities.

The Students

One hundred twenty students, seventh and eighth grade art students, submitted ideas and received positive attention and recognition. Recipient students were fifth and sixth graders. They experienced a high level of acceptance that, "It is cool to be drug free," as one student stated.

Materials and Facilities

White 8½x11 typing paper, pencils, black felt-tip pens, and copies of the Declaration of Independence and the Constitution are needed.

Outside Resources

The outside resources required are a video about alcoholism, a district printer, Xerox machine and a guest speaker from Alcoholics Anonymous.

Overall Value

The color book has an enormous impact on both its developers and those who participate in other classes, with 100 percent eagerly participating when exposed to it. As one teacher put it, "I love it! All the students are proud to show off both their drawings and their signatures."

The Staff

I have taught at Lompoc Valley Middle School for four years. I also taught one year at Washington State University, five years in Moscow, Idaho, and two years on an Indian Reservation in Washington State.

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See Subject Index on page 55 for information regarding catalog in which Disseminator ideas were originally published.

Take an Idea and go
CREATIVE

Integrated Learning

Bernard, the Traveling Bear

Disseminator: *Marvin Stilliens*, May Grisham School
Orcutt Union School District

The Idea: Teacher-made bear spent each weekend with first grade students who wrote and drew about weekend adventures. Adventures led to language arts, math, geography class activities.

Adapters

- *Corinne Araki-Kawaguchi*, Alvin School, Santa Maria-Bonita School District

  Business Partner: Home Motors

  Adaptation: Used bear and turtle stuffed animals, with related books. Sent home every three days, followed by journal entries, oral presentations. (Grade 2)

- *Eleanor Compton* and *Anne Phreaner*, Adams School, Santa Barbara School District

  Business Partners: GTE-California
  Select Temporaries, Inc.

  Adaptation: Used two storybook character animals (Curious George and Noisy Nora). Books read in class, student guesses about contents of boxes going home each weekend. Journal writing to answer higher level thinking skill questions, oral reports, graphing. (Grade 1)

- *Janelle Farris*, Oakley School, Santa Maria-Bonita School District

  Business Partner: Consultants West Financial Service

  Adaptation: Polaroid camera and worksheet accompanied bear to homes of students, many of whom were learning English. Oral presentations, class journal. (Grade 3)

- *Veronica Ferenz*, Crestview School Lompoc Unified School District

  Business Partner: Manville Sales Corporation

  Adaptation: Traveling animal was cougar, school mascot. Added map study of children's worldwide birthplaces (military families at Vandenberg AFB), postcards from traveling parents to display and map. (Kindergarten)

- *Susan Galluzzo*, Oakley School Santa Maria-Bonita School District

  Business Partner: J. A. Morello Construction Company

  Adaptation: Tied to "Super Star" and "Natural Writing Process" programs. Each week's Super Star took bear home. Travel portfolio included paper, pens, markers, stickers for drawing/writing as not available in many homes. (Kindergarten)

- *John Padfield*, Solvang School and District

  Business Partners: Alisal Guest Ranch
  Santa Ynez Valley Hardware

  Adaptation: Only students involved with daily home visits of bear could read students' journal and its stories of bear's adventures. Authors and bear read stories to kindergarten and first grade small groups. (Grade 5)

- *Michele Warrick*, Crestview School Lompoc Unified School District

  Business Partner: Mid-State Bank

  Adaptation: Star of Week in charge of bear's care, read with it during reading time, take home on weekend. (kindergarten)

- *Jean Zimmerman*, College School and District

  Business Partners: De Cut Hair Design
  Harrison Hardware and Home Center

  Adaptation: School mascot, bobcat, traveled with class on field trips, was photographed with weekend host. Science study of bobcats. Questioning techniques from *What Am I?* (Lottie Hodgeman) and *Mystery Student* (Susan Hoag) used to guess weekend activities. (Grade 3)

Branch Out

Disseminator: *Donna Crowder*, Los Berros School
Lompoc Unified School District

The Idea: Fourth grade class selected one familiar, tangible object such as rocks or boxes to study in depth for school year. Discovery unit began with known facts and "branched out" through discussion and activities to learn as much as possible about object.

Adapters

- *Joan Baumann*, Los Berros School Lompoc Unified School District

  Business Partner: Embassy Suites

  Adaptation: Simplified for kindergartners by having students guess each week what object related to music, art or drama was in a closed container. Resource person then demonstrated its use.

Running the Oregon Trail

Disseminator: *Ellie Logan*, El Rancho School
Goleta Union School District

The Idea: Fifth grade students ran the distance of the Oregon Trail in regular running program during school year. Used integrated and motivating activities in social science, health, science, math, art and drama.

Adapter

- *Janna Campbell*, Buena Vista School Lompoc Unified School District

  Business Partner: Valley Medical Group

  Adaptation: Playground running route tied into study of third grade students' own community. Local buildings, businesses, historical sties, geographical features along class map running route were studied. Guests from points along map spoke to class. Local newspaper used for reading.

Seven Wonders of the Ancient World

Disseminator: *Carole Palmer*, Ellwood School
Goleta Union School District

The Idea: Year long sixth grade extensive, interdisciplinary study of ancient world geography and cultural history.

Adapters

- *Barbara Frombola*, Cold Spring School and District

  Business Partner: Josten's, Inc.

  Adaptation: Mythical poetry writing; research, writing and/or model building about seven wonders; painting Greek figures and patterns on glass bottle, a field trip to Greek collection at Santa Barbara Art Museum added to original idea.

- *James Scoolis*, Foothill School
  Goleta Union School District

  Business Partner: Amber Engineering, Inc.

  Adaptation: Two literature resources with accompanying activities, two simulations and art activities added to original idea. (Grade 6)

Spin A Web, Spin a Yarn

Disseminator: *Sheila Whitefield*, Adam School
Santa Maria-Bonita School District

The Idea: Month-long integrated curriculum activities in language arts, science, art using *Charlotte's Web* strengthened fourth and fifth graders' vocabulary, comprehension, creative writing, speaking skills and self-esteem.

Adapters

- *Cynthia Lange*, Lompoc Valley Middle School
  Lompoc Unified School District

  Business Partner: Central Coast Financial Planning

  Adaptation: Students used computer program with graphics capability to write and illustrate tall tales tied to world and U.S. history. (Grades 6-8)

- *Dianna Ludden*, Fillmore School
  Lompoc Unified School District

  Business Partner: Lilley Insurance Company

  Adaptation: Third grade students developed "Pigtionary" to learn *Charlotte's Web* vocabulary using definition development, drawings of words, sentences.

Language Arts

Academy Awards for Books

Disseminator: *Linda Martin Bilyeu*, Monroe School
Santa Barbara School District

The Idea: After nomination of home reading books in various student-selected categories, second grade students voted for "Best Book" awards.

Adapters

- *Timothy Quiroz*, Cleveland School,
  Santa Barbara School District

  Business Partner: J. C. Penney Company

  Adaptation: First grade students took home books each evening selected from books purchased with grant funds, then voted within teacher-generated categories.

- *Julie Smillie*, May Grisham School
  Orcutt Union School District

  Business Partner: Tracor Aviation, Inc.

  Adaptation: Teacher read aloud six books per quarter which first grade students took home for parents to read aloud. Students made posters before voting, then posters and list of winning books displayed in cafeteria.

Character Letters;

Special Friends;

Writing for Real Audiences

Disseminators: *Judith Dunn*, Santa Maria High School
Santa Maria Joint Union High School District

Cindy Cornejo, El Camino Jr. High School, Santa Maria-Bonita School District

Andree Licoscos, Santa Maria High School, Santa Maria Joint Union High School District

The Idea: *Character Letters* — Students wrote letter introducing main character in a novel, letter from one character to another explaining decision or action instead of book report.

Special Friends — Regular and special education elementary students integrated through varied peer tutor activities.

Writing for Real Audiences — Students from high and junior high school wrote letters, stories, essays for each other for reading, answering, commenting.

Adapter

- *Bill Krutzen*, County Office, Special Education
  Peabody School, Santa Barbara

  Business Partner: Hendry Telephone Products

Adaptation: Fourth-sixth grade emotionally disturbed special education students (CTE) read to younger CTE students and younger students in regular classrooms. Older students helped younger students write stories similar to those read, keep a character diary. Students and teachers gained new appreciation of CTE students' abilities.

Conversational Pop-Ups

Disseminator: *Virginia Kern*, Crestview School (retired) Lompoc Unified School District

The Idea: Student written and constructed books with "pop-up" illustrations helped students needing extra reading assistance learn more about relationships with family and friends.

Adapter

- *Carol Georgi*, Delta High School
  Santa Maria Joint Union High School District
  Business Partner: Santa Barbara Research Center
  Adaptation: Pregnant teens and young mothers made "pop-up" greeting cards on the computer then each wrote preschool level "pop-up" book to share with own young child.

Favorite Passage Cards

Disseminator: *Judith Dunn*, Santa Maria High School
Santa Maria Joint Union High School District

The Idea: Students ended each literature unit by putting favorite phrase, image, line on cards, which were often decorated. Shared favorite with each other.

Adapter

- *Catherine Boyle*, Righetti High School
  Santa Maria Joint Union High School District
  Business Partner: Renfrow Auto Center, Inc.
  Adaptation: With severely disabled special education students, photos of home, school and community were used for discussion and dictated paragraphs for reading in personal "Community Books."

Fifty Book T-Shirt

Disseminator: *Florence Franta*, May Grisham School
Orcutt Union School District

The Idea: A T-shirt award club motivated student reading and oral or written book reports to teacher and parents. (Grade 2)

Adapter

- *Donna Luther*, May Grisham School
  Orcutt Union School District
  Business Partner: Union Oil Company of California
  Adaptation: High Adventure Book Club required 350 pages of home book reading per month for membership. Added monthly book-related art project, book talks, monthly awards, awards for recruiting new members. (Grades 4-5)

Parents Reading Club

Disseminator: *Mary Sarar*, Los Padres School
Lompoc Unified School District

The Idea: Parents became part of effort to enrich students' literary background by reading regularly to them. Recognition activities for parents and students. (Grades 4-5)

Adapter

- *Nora Ayres*, La Canada School
  Lompoc Unified School District
  Business Partner: First Valley Bank
  Adaptation: With many low income first graders, home reading books provided from class library. Monthly recognition.

Science/Health

The Immensity of Geologic Time

Disseminator: *James Billig*, Santa Barbara High School and District

The Idea: Students studied geologic time and constructed geologic time scale on outside of science wing, interpreted it.

Adapter

- *Gloria Dinmore* and *David Gold*, El Camino Junior High School, Santa Maria-Bonita School District
  Business Partners: Arco Oil and Gas Company
  Hall, Hurley and Deutsch, Architects
  Adaptation: An interdisciplinary project, David's science students learned about earth, space and earth's history before doing scientific drawings. Gloria's art students translated drawings into wall sized mural of expanding universe, including earth and its geologic history.

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Morro Bay Science Lab

Disseminator: *Bill Evans*, Monte Vista School
Hope School District

The Idea: Students studied ornithology, ecosystems, geology, camping, math, meal planning, nutrition before doing camping/education week at Morro Bay State Park. (Grades 5-6)

Adapter

- *Kathy Fayram*, Jonata School
  Buellton Union School District

  Business Partner: Mr. and Mrs. Kendall Mills

  Adaptation: Two fourth grade classes integrated original idea into science, social science, math, language arts in cooperative learning setting. Student fundraising for Morro Bay trip included study of recycling and can collection.

Your Food Becomes You

Disseminator: *Peggy Boucher*, Jonata School
Buellton Union School District

The Idea: Math, drama and art activities integrated with Dairy Council nutrition curriculum. (Grade 2)

Adapter

- *Zulmara Cline*, La Canada School
  Lompoc Unified School District

  Business Partner: ERA Hunter Realty

  Adaptation: Added nutrition related books and poems, including student written books.

You've Come A Long Way, Baby!

Disseminator: *Nancy Straight*, Master Teacher
Lompoc Unified School District

The Idea: Spring kindergarten science unit teaching about birth and growth of plants and animals, began with students themselves from infancy to present.

Adapters

- *Stephanie Greenley*, Crestview School
  Lompoc Unified School District

  Business Partner: Lockheed Space Operations Company

Self-Esteem/ Classroom Management

Eagles We are Proud to Be

Disseminator: *Louise Emmons*, Crestview School
Lompoc Unified School District

The Idea: To build self-esteem and class spirit, kindergartners selected class symbols, wrote in logs and journals, collected information for personal Memory books.

Adapter

- *Marion Patterson*, La Canada School
  Lompoc Unified School District

  Business Partners: Exxon Company, U.S.A.
  La Belle Self-Esteem, Women's Workshop Award

  Adaptation: Added "Eagles" ideas to "Tribes" program in a resource room.

Social Science

It IS . . . A Small World After All

Disseminator: *Anna Dinter*, La Honda School
Lompoc Unified School District

The Idea: Integrated unit combining literature and social science with art, music, foreign language taught cultural awareness and the georgaphy of each continent. (Grades 1-2)

Adapters

- *Debbie Plouffe*, Buena Vista School
  Lompoc Unified School District

  Business Partner: Air Force Association, Robert H. Goddard Chapter

  Adaptation: Added first grade science and math activities.

- *Elizabeth Staight*, Los Berros School
  Lompoc Unified School District

  Business Partner: Chevron, U.S.A., Inc.

  Adaptation: Second graders focused on countries and cultures of their families, ancestors. Read relevant literature books, constructed family history, used maps and globes to trace routes families might have taken en route to U.S.

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The Story of California

Disseminator: *Susan Hoag*, Kellogg School
Goleta Union School District

The Idea: Fourth grade student booklet followed California history through the Gold Rush, provided simulations and other action projects.

Adapter

- *Julieanne Coffin*, Mary Buren School
  Guadalupe Union School District

  Business Partner: Pacific Gas and Electric Company

  Adaptation: Integrated literature and California history by adding literature-based activities on Indians and Missions.

Video News Team

Disseminator: *Dr. David Georgi*, Santa Maria High School (formerly)
Santa Maria Joint Union High School District

The Idea: Students, many of whom were learning English, learned research paper skills but final product was three-minute current events television program.

Adapters

- *Mark Koenig*, Buena Vista School
  Lompoc Unified School District

  Business Partner: Taco Bell of Buellton, Goleta, Lompoc, Santa Barbara

  Adaptation: Groups of fifth graders produced 10-15 minute news programs on event or character in U. S. history.

- *Jerry Swanitz*, Santa Ynez High School
  Santa Ynez Valley Union High School District

  Business Partner: Los Padres Savings Bank

  Adaptation: American Government/Economics students, after watching variety of TV news and political interview shows, selected formats and produced 5-10 minute video on current economic event or issue.

Where's Waldo? Find Waldo Now!

Disseminator: *Julie Ann Davies*, Los Berros School
Lompoc Unified School District

The Idea: Map grids laid over illustrations in *Where's Waldo* and *Find Waldo Now!* taught observation and mapping skills to fifth graders.

Adapters

- *Kathryn Hyman*, Fillmore School
  Lompoc Unified School District

  Business Partner: National First Mortgage

  Adaptation: Map grid changed to teach concept of coordinates to fourth graders.

- *Phyllis Newton*, Los Berros School
  Lompoc Unified School District

  Business Partner: Lompoc Transit Mix

  Adaptation: Substituted kindergarten books, *Find Freddie* and *Hunt for Hector*. Grid sides were color coded and sized like unifix cubes to teach variety of math concepts and observation skills.

- *Sue Waite*, Fillmore School
  Lompoc Unified School District

  Business Partner: Arco Oil and Gas Company

  Adaptation: For third grade geometry, grids with numbers were used to teach locating a point on a grid and naming number pairs for the point.

The Write Picture

Disseminator: *Harvey Green*, Santa Ynez High School
Santa Ynez Valley Union High School District

The Idea: High school history students used historical photographs, paintings or drawings relevant to period being studied to stimulate creative, first person writings.

Adapter

- *Harriet Bender*, Monte Vista School
  Hope School District

  Business Partners: The Bank of Montecito
  Sunset Realtors

  Adaptation: After focusing students on American History decade by using slides and writing experiences, students researched decade in cooperative groups and prepared an artifact box for class presentation. (Grades 5-6)

Visual Arts

A Head of My Time

Disseminator: *Mary-Pat King*, Vandenberg Middle School
Lompoc Unified School District

The Idea: Grades 7-8 art students built self-esteem through positive self analysis exercises and creation of paper maché head visually representing both their external features and internal characteristics.

Adapter

- *Virginia Kern*, Crestview School (retired)
  Lompoc Unified School District

  Business Partner: Quintron Systems, Inc.

  Adaptation: In reading specialist program, first and second grade students used paper plates to represent heads, wrote letters, read relevant poetry.

Cumulative School Index

1985 — 1990 Disseminators

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Ballard	Ballard	Mary Pedersen	Exxon Education Foundation
Buellton	Jonata (Formerly)	Cyndy Everest Bouch	
		Peggy Boucher	Mollenkroen Restaurant
Carpinteria	Aliso	Diane Mease	Exxon Company, U.S.A.
	Carpinteria High	Ron Fenenga	ABC-CLIO Intellimation Santa Barbara Research Center
	Main	Peggy Kahler	Chevron, U.S.A., Inc. Chevron, U.S.A., Inc.
Casmalia	Casmalia	Karen Wickham	Industrial Medical Group
College	College	Carol Jensen and Karen Lindquist	Los Padres Savings Bank
		Karen Lindquist	Santa Ynez Valley Board of Realtors
	Santa Ynez	Lottie Hodgeman	Santa Ynez Valley Board of Realtors
County Office	Special Ed - Hollister	Mary Gibson and Maura Kennedy	GTE-California
	Special Education	Florene Bednersh	
	Special Ed - North County	Dawn Fredrickson	Mollenkroen Restaurant
		Dr. Neal Rosenberg	
	Special Ed - South County	Helen Rehm	Raytheon
	Special Ed - McKenzie Junior High	Joel Sheldon	Arco Oil & Gas Company
	Villa Esperanza	Jim Twomey	Tracor Aviation, Inc.
Goleta	Ellwood	Ann Carlyle	Santa Barbara Bank & Trust
		Carole Palmer	Applied Magnetics Corporation
	El Rancho	Emily Abello	Goleta Valley Community Hospital
		Marsha Johnson	Exxon Company, U.S.A. Santa Barbara Research Center
		Ellie Logan	Santa Barbara News-Press
	Hollister	David Kiefer	McDonald's Restaurants Santa Barbara Bank & Trust
		Sheila Lunsford	Arco Oil & Gas Company
	Kellogg	Tory Bowen	Tracor Aviation, Inc.
		Susan Hoag	Delco Systems Operations
		Diane Lemons	Applied Magnetics Corporation
	Mountain View	Tina Feeley	Santa Barbara Bank & Trust LaBelle, Self-Esteem, Women's Workshop Award
	(Formerly)	Rita Levin	Tracor Aviation, Inc.
		Carolyn Miles Shupe	Raytheon

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Hope	Monte Vista	Steve Bergdahl	Exxon Company, U.S.A.
		Kathy Chalfant	Santa Barbara News-Press
		Bill Evans	GTE-California
	Vieja Valley (Retired)	Dr. Will Hayes	Santa Barbara News-Press
		Wayne Larson	Carl Lindros, Santa Barbara Securities
		Marjorie Sullivan	Santa Barbara Bank & Trust
		Stan Tysell	Tracor Aviation, Inc.
Lompoc	Art Specialist	Ellen Fuller	
	Buena Vista	Rhonda Luter and Susan Schroeder	Exxon Company, U.S.A.
	Cabrillo High	Christopher Brooks	Martin Marietta Corporation
	(Retired)	Ben Esparza	Lompoc Lumber Company
		Carolyn Looney	Arco Oil & Gas Company
		Nancy Straight	Valley Medical Group
		Mary Ann Weyandt	Valley Medical Clinic
	Crestview	Mary Brooks and Laurie Lane	Embassy Suites
		Annie Drake	Taco Bell of Buellton, Goleta, Lompoc, Santa Barbara
		Louise Emmons	Air Force Association
	(Retired)	Virginia Kern	Lompoc Lumber Company Exxon Company, U.S.A.
		Laurie Lane	Exxon Education Foundation
	Crestview/Fillmore/ Buena Vista	Charlotte Barnard	Exxon Education Foundation
	Hapgood	Kay Eatmon	Arco Oil and Gas Company
		Thomas Mills	Air Force Association, Robert H. Goddard Chapter Aratex Services
	La Canada	Zulmara Cline	Lompoc Lumber Company
		Janet Shiers	Tracor Aviation, Inc.
	(Retired)	Louise Simonson	Bank of America
	La Honda	Marie Cunningham	Center for Individual and Family Therapy
		Anna Dinter	Signorelli Construction
	(Formerly)	Dr. Joan Hahn	Exxon Company, U.S.A.
		Art Kusulas	
	Lompoc High	John McNutt	Mid-State Bank
	Lompoc Valley Middle	Carolyn Airriess	Dr. & Mrs. Frank DiMotta
		Duane Bemis	Valley Medical Group
		Richard Eatmon	ERA Hunter Realty and Lilley Insurance Company
		Sandra Holland	Lompoc Record
		Carol Norrander	Lompoc Lumber Company
		Gary Smith	Arco Oil & Gas Company Ballard, Inouye, and Walker Lompoc Lumber Company

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Lompoc (Continued)	Los Berros	Donna Crowder	Exxon Company, U.S.A.
		Julie Ann Davies	Arco Oil & Gas Company Ballard, Robinson and Walker Accounting Corporation
		David Huneycutt	Ballard, Robinson and Walker Accounting Corporation
		Linda Wiezorek	
	Los Padres	Mary Sarar	Exxon Education Foundation Tracor Aviation, Inc.
	Maple High (Retired)	Carol Ann Johnson	Lompoc Record
	Miguelito	Mary Graham	Valley Medical Group
		Ellen Schwartz	Ballard, Robinson and Walker Accounting Corporation
	Vandenberg Middle	John Ayres	First Valley Bank Arco Oil & Gas Company ABC-CLIO Intellimation
		Mary-Pat King	Martin Marietta Corporation
Los Olivos	Los Olivos	Dale Cornwell	Exxon Education Foundation
		Gary Crispin	Ken and Lloyd Mills
Montecito	Montecito	Marilyn Bachman	Chevron, U.S.A., Inc.
		Taffy Balch and Laurie McMahon	ABC-CLIO Intellimation
		Susan Hillway	Pepsi Cola Bottling Company of Ventura Santa Barbara Research Center
		Pam McLendon	
Orcutt	Ralph Dunlap	Roberta Hough	Southern California Gas Company
	May Grisham	Florence Franta	Home Savings of America
		Marvin Stilliens	Southern California Gas Company
	Lakeview	JoAnn Alberghini	Home Savings of America
		Judith Blue	Industrial Medical Group Arco Oil and Gas Company
		Thomas Briody	Home Savings of America
	Pine Grove	Linda Hearn	Exxon Education Foundation
Santa Barbara Elem.	Cleveland	Pat Cox and Ronald Yoshida	ABC-CLIO Intellimation
	Franklin	Les Benson, Carol Hansen, and Reyes Villalpando	Exxon Education Foundation
	Monroe	Linda Martin Bilyeu	Santa Barbara News-Press ABC-CLIO Intellimation
		Esterlyn Birosel	Exxon Company, U.S.A.
		Lynda Williams	
	Roosevelt	Eileen Francis	McDonald's Restaurants

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Santa Barbara High	Dos Pueblos High	Tony Zaharias	Santa Barbara Research Center
	La Cumbre Junior High (Retired)	Louise Evans	GTE-California
	San Marcos High	Susan Eveler	Raytheon
		Joyce Kent	Applied Magnetics Corporation Exxon Education Foundation Tracor Aviation, Inc.
		Jack Phreaner	Raytheon
	Santa Barbara High	James Billig	Exxon Company, U.S.A. Exxon Company, U.S.A.
		Lydia Swanson	Santa Barbara Bank & Trust
	Santa Barbara Jr. High	David Winters	Exxon Company, U.S.A.
Santa Maria-Bonita	Adam (Formerly)	Reane Becking	
		Sheila Whitefield	Tracor Aviation, Inc.
	Alvin	Robert Aguilar	Applied Magnetics Corporation
		Karen Porter	Tracor Aviation, Inc.
	Bruce	Beatrice Powers	
	El Camino Jr. High	Richard Anderson	
		Cindy Cornejo	
	Fairlawn	Roberta Hough	Southern California Gas Company
	Fesler Jr. High (Formerly)	Linda Campbell	
		Lorna Gutshall	Atlas Performance Systems
		Nelson Sagisi	Tracor Aviation, Inc.
	Miller	Dr. Leslie Tarbet	Industrial Medical Group
	Tunnell	Carol Bantz	
		James Galvez	Exxon Education Foundation
	Teacher-on-Special Assignment	Carmen Candelaria	
		Betty Migliore	
Santa Maria Joint Union High	Delta High	Carol Georgi	Southern California Gas Company Atlas Performance Industries
		Craig Huseth	
	Righetti High	Cydney Dawson	Renfrow Auto Center, Inc.
	(Retired)	Michael Miles	
		Quinn Plante	
		Stan Williams	Industrial Medical Group
	(Retired)	Janith Wolcott	Exxon Education Foundation
	Santa Maria High	Dr. Alice Addison	
		Judith Dunn	Santa Barbara Research Center Santa Barbara Research Center Santa Barbara Research Center
	(Formerly)	Dr. David Georgi	Home Savings of America

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Santa Maria Joint Un High (Cont'd)	Santa Maria High (Continued)	Andree Licoscos	Santa Barbara Research Center
		Ruben Salazar	Exxon Education Foundation
	(Formerly)	Linda Wyatt	Smith Transportation Company
Santa Ynez Valley Union High	Santa Ynez High	Harvey Green	Ken and Lloyd Mills Santa Ynez Valley Board of Realtors
		Barbara Landon	Rancho Los Potreros, Elizabeth Chamberlin
Solvang	Solvang	Julene Fenenga	Rancho Los Potreros Ranch, Elizabeth Chamberlin
		Robert Raleigh	Community Bank of Santa Ynez Valley

1985 — 1990 Adapters

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Ballard	Ballard	Adriana Daily	Mary and William Sauer
	(Formerly)	Janet Friedlos	Exxon Education Foundation
		Mary Pedersen	Alisal Guest Ranch
Buellton	Jonata	Kathy Fayram	Mr. and Mrs. Kendall Mills
		Joel Williamson	Exxon Education Foundation Santa Ynez Valley Board of Realtors
Carpinteria	Aliso	Louise Fisher	Exxon Education Foundation
		Diane Mease	Exxon Education Foundation
Casmalia	Casmalia	Karen Wickham	Exxon Education Foundation
Cold Spring	Cold Spring (Formerly)	Daniel Callahan	Arco Oil & Gas Company
		Barbara Frombola	Josten's, Inc.
		Joel Orr	Exxon Company, U.S.A. Jostens, Inc.
		Judith Piper	ABC-CLIO Intellimation
		Peter Shennum	Arco Oil & Gas Company Exxon Education Foundation
		Jeanie Sickafoose	Smith, Falck, Caesar and Seider Insurance
College	College	Linda Hollis	Community Bank of Santa Ynez Valley
		Jean Zimmerman	Harrison Hardware and Home Center De Cut Hair Design

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
County Office	El Puente - South	Nancy Belmont	Rancho Los Potreros, Elizabeth Chamberlin
	ROP - Dos Pueblos High	Alan Soenke	Santa Barbara Research Center
	Special Ed - Cuyama Valley High	Maureen Vickery	Industrial Medical Group
	Special Ed - Hollister	Mary Gibson	Delco Systems Operations Exxon Education Foundation
		Maura Kennedy	Raytheon
	Special Ed - Peabody	Bill Krutzen	Hendry Telephone Products
		Jan Traphagen	Exxon Company, U.S.A.
	Special Ed - North County	Martha Lyons-Holden	Santa Barbara Research Center
	Special Ed - Solvang	Karen Baugher	Community Bank of Santa Ynez Valley Exxon Education Foundation
Cuyama Jt Unified	Cuyama	Donna Wall	Arco Oil & Gas Company
Goleta Union	Ellwood	Mary Ellen Braun	J. C. Penney Company
		Ann Carlyle	ABC-CLIO Intellimation
		Phyllis Morrison	Applied Magnetics Corporation
		Carole Palmer	Exxon Company, U.S.A.
	Foothill	James Scoolis	Amber Engineering, Inc.
	Mountain View	Gwen Dawson	Tracor Aviation, Inc. Tracor Aviation, Inc.
Guadalupe Union	Mary Buren	Toni Bianchi	Exxon Education Foundation
		Julieanne Coffin	Pacific Gas and Electric Company
Hope	Monte Vista	Harriet Bender	Bank of Montecito Sunset Realtors
		Larry Birdsell	Exxon Company, U.S.A.
		Kim Garver	Santa Barbara Bank & Trust
	Vieja Valley	Geneva Dayton	Exxon Education Foundation
		Lynn Irwin	Tracor Aviation, Inc.
		Stan Tysell	Sunset Realtors
Lompoc	Buena Vista	Janna Campbell	Valley Medical Group
		Lorayne King	Ebberts, Inc.
		Mark Koenig	Taco Bell of Buellton, Goleta Lompoc, Santa Barbara
		Rhonda Luter	Ebberts, Inc.
		Debbie Plouffe	Air Force Association, Robert H. Goddard Chapter
		Susan Schroeder	Arco Oil & Gas Company Central Coast Financial Planning
	Cabrillo High	Joseph Iverson	Exxon Company, U.S.A.
		Patricia Peterson	ERA Hunter Realty Lilley Insurance Company
	Clarence Ruth	Ann Dille	De Cut Hair Design

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SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Lompoc Unified (continued)	Crestview	Nancy Brown	Arco Oil & Gas Company
		Marty Cavenagh	GTE-California
		Louise Emmons	Exxon Education Foundation Lilley Insurance Company
		Veronica Ferenz	Exxon Company, U.S.A.
		Stephanie Greenley	Lockheed Space Operations Company
	(Retired)	Virginia Kern	Quintron Systems, Inc.
		Laurie Lane	Quintron Systems
		Karen Schockmel	Lompoc Lumber Company
		Michelle Warrick	Mid-State Bank
	Fillmore	Pamela Duke	Exxon Company, U.S.A.
		Leona Falk	Arco Oil & Gas Company
		Kalthryn Hyman	National First Mortgage
		Dianna Ludden	Lilley Insurance Company
		Sue Waite	Arco Oil and Gas Company
	Hapgood	Lu Knowles	Exxon Company, U.S.A.
	La Canada	Nora Ayres	First Valley Bank
		Zulmara Cline	ERA Hunter Realty
		Marion Patterson	Exxon Company, U.S.A. LaBelle, Self-Esteem, Women's Workshop Award
	La Honda	Lupe Alejandre-Morrisey	Exxon Company, U.S.A.
		Vivian Dew	Arco Oil & Gas Company
	Lompoc Valley Middle	Rosemary Cabe	Arco Oil & Gas Company
		Wynn Clevenger	First Valley Bank
		Richard Eatmon	Central Coast Financial Planning
		Cynthia Lange	Central Coast Financial Planning
		Terrie McLaughlin	Taco Bell of Buellton, Goleta, Lompoc and Santa Barbara
	Los Berros	Carol Asta	Exxon Company, U.S.A.
		Joan Baumann	Embassy Suites
		David Huneycutt	ERA Hunter Realty
		Janet Lepeak	Taco Bell of Buellton, Goleta, Lompoc and Santa Barbara
		Phyllis Newton	Exxon Education Foundation Valley Medical Group Lompoc Transit Mix
		Susan Rodriguez	Valley Medical Group
		Elizabeth Staight	Chevron, U.S.A., Inc.
		Marilyn Tate	Ebberts, Inc. Lompoc Transit Mix
	Los Padres	Patricia Peterson and Barbara Wilson	ERA Hunter Realty and Lilley Insurance Company
		Lorna Ryan	Arco Oil & Gas Company

Cumulative School Index

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Lompoc (Continued)	Miguelito	Pat Boyer	Arco Oil & Gas Company Taco Bell of Buellton, Goleta, Lompoc and Santa Barbara
		Yvonne Cooper	Arco Oil & Gas Company
		Mary Graham	Exxon Education Foundation
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Cumulative School Index

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Santa Maria Joint Union High	Delta High	Carol Georgi	Home Savings of America

Cumulative School Index

SCHOOL DISTRICT	SCHOOL	NAME	BUSINESS PARTNER
Santa Maria Joint Un High (Cont'd)	Righetti High	Sue Briody	J. A. Morello Construction Company
		Catherine Boyle	Exxon Company, U.S.A. Renfrow Auto Center, Inc.
		Kathy Gersdorf	Hall, Hurley, Deutsch Architects
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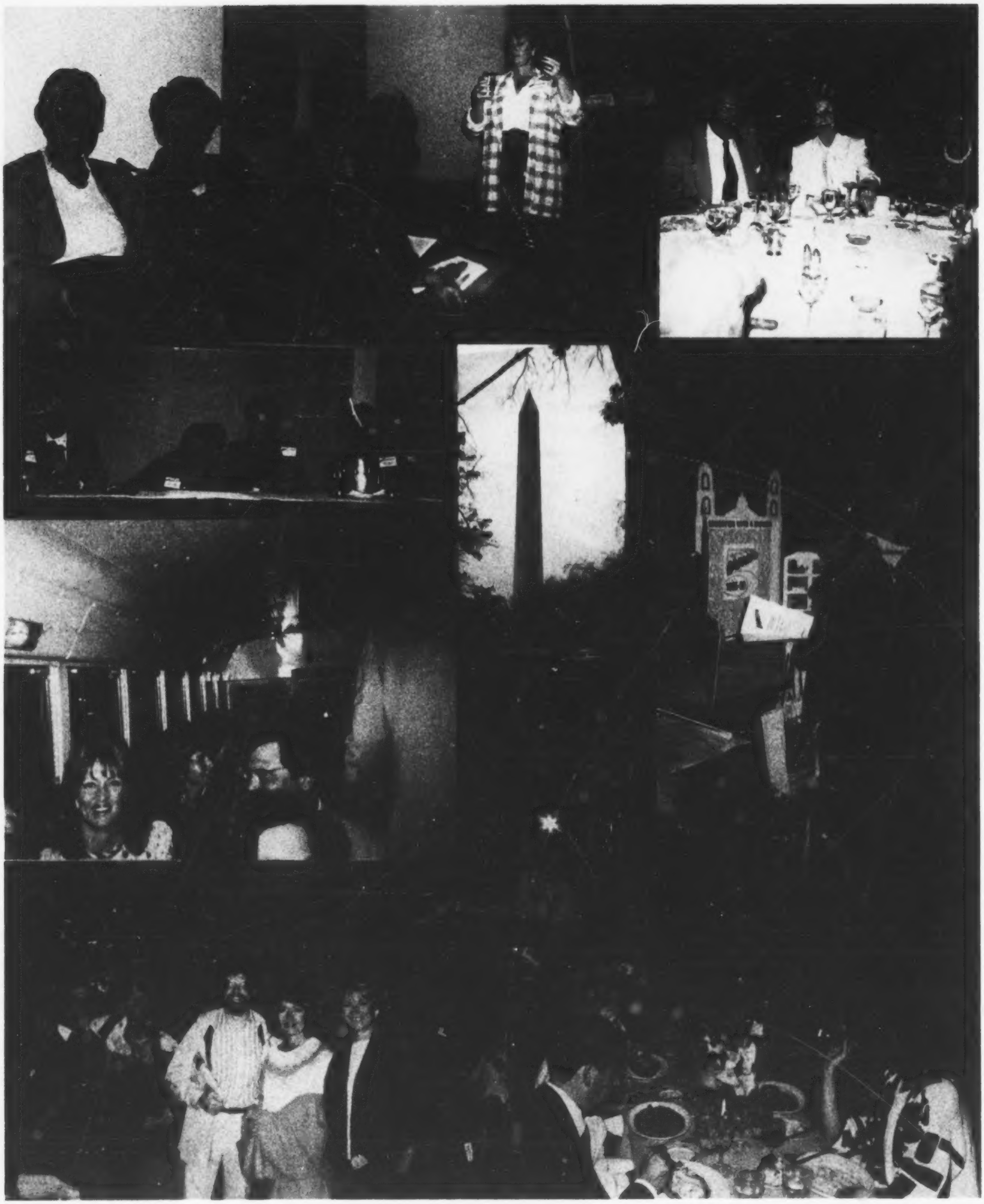
IMPACT II NATIONAL CONVENTION

Washington, D.C., November 1989



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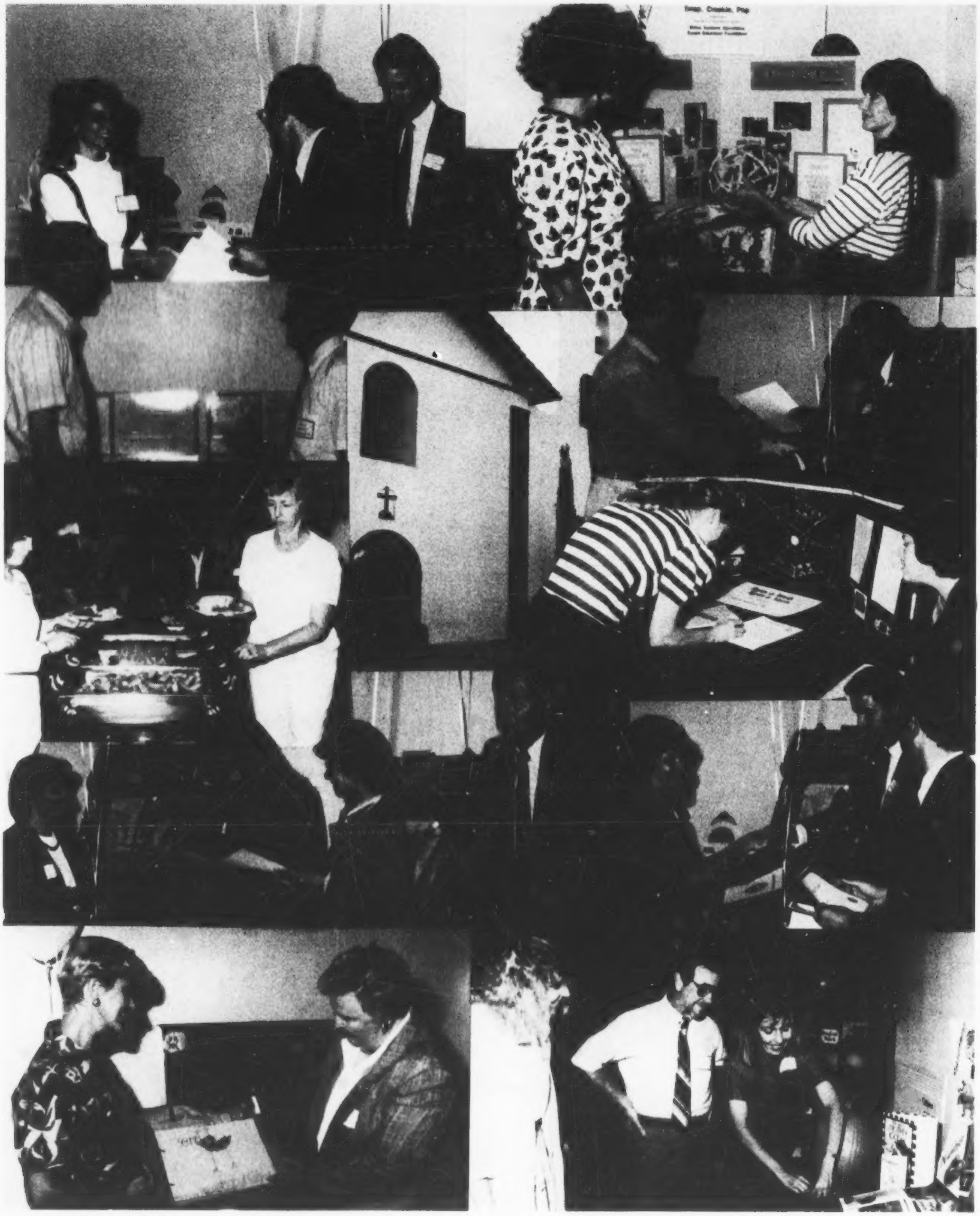

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IMPACT II

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1991 Catalog of Teacher-developed Curriculum Ideas

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1991 Disseminators • 1990 Adapters

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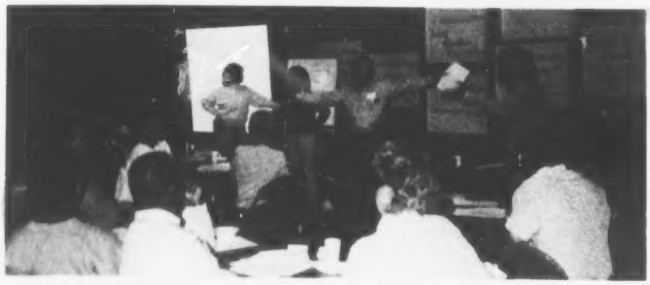
See Yellow Pages for
Adapter Grant Application

Redesigning Schools: Process Training

Countywide, Righetti High School



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IMPACT II — Why Does It Exist? What Is It?

IMPACT II, entering its seventh year, is a business-schools partnership that exists to:

1. Encourage teachers to share curriculum ideas.
2. Recognize outstanding teachers for their creative curriculum contributions.
3. Provide grants directly to teachers for instructional materials and professional development.
4. Enhance teacher self-esteem.
5. Develop teacher leaders who can be full partners in revitalizing schooling.

IMPACT II is the only national curriculum sharing and recognition program for Grades K-12 teachers in all subject matter areas and specializations. It operates at more than 30 sites — including the largest school districts in the U.S. — and has several thousand selectively chosen teacher members. This enables Santa Barbara County teachers to network both locally and nationally, with other enthusiastic, innovative teachers regarding curriculum and other educational issues through publications and national events, including a biennial conference.

The Santa Barbara County Education Office funds the day-to-day operation of IMPACT II and its staff development activities while Business Partners fund teacher grants (Disseminator - $400, Adapter - $200), an annual catalog of innovative, teacher-developed curriculum ideas and teacher recognition events. Contribution categories include:

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FOR MORE INFORMATION:

Contact Nancy Emerson, Specialist, Teacher Programs, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307. Telephone: (805) 964-4711, Extension 229.

A message from the County Superintendent of Schools

As the winds of change continue to swirl in the educational community, IMPACT II remains one of the truly dynamic programs for teachers. "Redesign," "restructuring," and "visioning" are becoming professional buzz-words, widely recognized as the needed focus of energies in an ever-changing environment. In all these areas, IMPACT II has been at the forefront, across the nation and in Santa Barbara County.

By providing a means of sharing innovative approaches to the content and process of both learning and teaching, IMPACT II embodies the notion of a learning community, with the teacher as facilitator. This work continues.

In our county, the visioning process begun last summer at the IMPACT II national institute has been shared by county participants at the institute; visioning and other process skills will continue to serve teachers well in their ongoing quest for excellence. As districts redesign to meet the needs of students now and into the 21st Century, IMPACT II teachers will continue to generously share new skills and leadership.

IMPACT II teachers are those at the cutting edge, and their enthusiasm, creativity, and dedication is contagious. Yet the big winners are those on the receiving end of the process—the students in our classrooms.

On their behalf we thank the business community for pitching in. Santa Barbara County is fortunate to have so many individuals and organizations committed to our nation's future.

Bill Cirone

William J. Cirone
Santa Barbara County
Superintendent of Schools

Acknowledgments

IMPACT II, as a part of curriculum and instruction at the county level, recognizes teachers for creativity in these areas, enables them to share professionally with each other and to serve as teacher leaders as education works with the community to transform itself for the 21st Century.

You will find more history/social science and science ideas in this catalog than have been published previously. This is appropriate since the framework cycle is currently focusing on these two areas. Integrated learning continues to be another area of significant teacher innovativeness and a majority of the ideas could be classified here. Please note that each content area listing contains a section, "See Also" to help readers find all ideas that are relevant to their needs and interests.

The IMPACT II Advisory Council is responsible for selecting both Disseminator and Adapter grant recipients. All of us in the county are grateful to this group for their careful selection of curriculum ideas that hold promise for being useful to many teachers.

1990-91 IMPACT II Advisory Council

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John Greenleaf Whittier Awards for Teaching Ethics, Values and Character Education

John Greenleaf Whittier, known primarily as a 19th century poet, exemplified the virtues of individual and social responsibility in his life. He spent a year as a teacher before becoming a newspaper editor. An early and active abolitionist, his writings later provided inspiration for Union soldiers. In politics, he served as a state legislator in Masschusetts, was one of the founders of both the Liberty and the Republican Parties. He had the honor of voting as a presidential elector for Lincoln in both 1860 and 1864.

Whittier, 1889
John Greenleaf Whittier Homestead

The anonymous donor who established the John Greenleaf Whittier Awards for Teaching Ethics, Values and Character Education as part of IMPACT II in Spring 1991 wished to honor Mr. Whittier's memory and encourage teachers to teach students to:

1. Accept the consequences of their actions.
2. Use ethical decision making and problem solving.
3. Accept the basic standards of good citizenship.
4. Understand that the rights of citizenship in a democracy exist because people fulfill their responsibilities as citizens.

John Greenleaf Whittier Recognition Awards to 1985-1990 IMPACT II Disseminators

NAME	SCHOOL	SCHOOL DISTRICT
Robert Aguilar	Alvin	Santa Maria-Bonita
Linda Hearn	Pine Grove	Orcutt Union
Peggy Kahler	Main	Carpinteria Unified

John Greenleaf Whittier Disseminator Awards, 1991

Harriet Bender	Monte Vista	Hope
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Oranne Bish	Mountain View	Goleta Union
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Julie Smillie	Grisham	Orcutt Union

Teacher Recognition Dinner

May 7, 1991 • Montecito County Club

Photos by John Ferenz

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Alphabet Train

Grades K-2

Language Arts
ESL

More Information

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Juan Necochea, Principal
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The Idea

It is all aboard and full throttle ahead as students embark on a journey to reading success via this family-fun activity that teaches letter/sound association, oral language development, and vocabulary enhancement.

Each student decorates his/her own shoebox to look like the boxcar of a train while the teacher makes an engine and a caboose. The completed train is displayed in an easily accessible location around the edge of the classroom. Each day for a month a different alphabet letter is featured. Students bring one, non-degradable household item a day from home that begins with the letter fo the day to put in his/her own box after class discussion. It must be something small enough to fit in his/her box. After "Z", the train is disassembled and students keep their own car and collection.

ESL students enjoy participating in their primary languages. It is also fun to graph the items to learn which items are most popular for a given letter. Vocabulary can be further strengthened as students study the contributions that trains have made to our society. Students can improve their classifying skills by categorizing freight, for example: toys, animals, or vegetables. A follow-the-leader activity can be integrated as students chant, "I am a train. I haul . . . ."

State Framework

This idea supports the English-Language Arts Framework by using a whole language approach and students' experiences to teach letter/sound association.

The Students

In 1990-91, this idea was used successfully with first and second graders as a reading project. In the past it has been used with kindergarten and first grade. Prior to the experience, all of the youngsters were developmentally behind their classmates in most language arts areas.

Materials and Facilities

The materials for the train are available in most classrooms: construction paper and crayons. Students should be asked to bring a shoebox from home. Also, to involve the family, the alphabet items should be brought from home, but it is helpful to keep several magazines available for cutting-out, if family involvement is a problem.

Outside Resources

No outside resources are required.

Overall Value

Students have a collection of tangible items to help them remember the sounds of the alphabet letters. Their increased language skills make it easier to develop reading skills and it is more fun to read. Parents and other family members get involved and participate in the child's success.

The Staff

I have taught in the primary grades and as a reading specialist for four years. I also teach children's literature, speed reading and study skills at Allan Hancock College.

Are You a Reader Like Me?

The Idea

***Are You A Reader Like Me?* introduces adult readers to students, who then use graphs and maps to visually display facts they have learned about their new friends.** Adults in a variety of occupations are invited to our classroom to be interviewed by my students. Among questions asked are birthplace, how they felt about school, what their job is like and how much reading is involved, and what type of reading they do just for fun. As part of the time together, each adult reads a short story to the class. We also ask each person to share something interesting about him/herself, which helps the students see these adults as unique individuals — and as friends.

Following each interview, information learned is added to a bar graph, a circle graph, a tally, a U.S. map, and a map of our local area. Because the information we graph is about the adults we have met, students know what these mathematical "pictures" represent.

Students also write a letter of thanks and draw a picture to be part of a class thank-you book sent to each visitor. In addition, we make up a class book which reminds us of the favorite parts of each person's visit.

Students take turns being two-person interview teams. This helps to develop their understanding of the interview process and the self-confidence that comes from being a class representative.

State Framework

The Mathematics Framework suggests students "use surveys to collect data, organize and tally results, and present findings in bar or circle graphs."

The Students

The 31 children in my second/third grade class all participate in the interview, graphing, mapping, and writing process. Many of my students are LEP and have migrant backgrounds.

Materials and Facilities

The bar graph, circle graph, tally, and two maps are all arranged on one large bulletin board in the classroom. I have books on hand for reading to the class which can be read in five minutes or less. Teacher materials are available from me.

Outside Resources

This project relies on visits to the classroom by adults in the community. All have been pleased to participate.

Overall Value

The students in my class enjoyed learning about graphs and organizing facts. The bar graph, which shows how much reading is involved in each job, was a real eye-opener to many. Every job we learned about involved some reading — and many involved a great deal of it! This helps my students to put a value on reading that goes far beyond school years. Our circle graph, which displays the type of reading those interviewed choose for enjoyment, gives students a sample of the wide variety of topics and ideas that reading can cover. As we plot on our U.S. map where each person was born, suddenly a place is identified by a person we know. Students learn that reading is important, valuable — and satisfying.

The Staff

I am entering my second year of teaching and am a previous IMPACT II Disseminator. One of my areas of interest is in motivating students to read so that it becomes a lifetime habit.

Grades 1-8

Integrated Learning
Social Science
Mathematics
Language Arts

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Depictionary

Grades 2-12

All Curriculum Areas

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The Idea

***Depictionary* is a fun, motivating way for students to learn vocabulary words and definitions.** It provides a unique, creative approach to vocabulary development while facilitating cooperative partnerships.

Students pair up for *Depictionary* and are given a teacher-made index card with a vocabulary word written on it. Each pair has a different vocabulary word. Working together, they find their word in the dictionary, then brainstorm how to visually show the definition. Finally, they draw a picture of the word. When the drawing is complete, the partners write an explanatory sentence using their word and describing their drawing. For example, if "orbit" is the vocabulary word, a sketch might depict the earth's path around the sun, showing "orbit." "The earth orbits around the sun" could be the explanatory sentence. For closure, in a whole group activity, students share and display their depictionaries. This is an ongoing activity in all curriculum areas.

State Framework

This idea supports the English-Language Arts Framework, which recommends integrating language arts with art and other curriculum areas, teaching language skills in meaningful context, and by allowing students to interact with one another.

The Students

Twenty-eight third graders of diverse ability levels enjoyed participating in this activity, including students who were bilingual.

Materials and Facilities

Index cards, large pieces of drawing paper, pencils, crayons, and dictionaries are needed.

Outside Resources

No outside resources are required.

Overall Value

The greatest value of this activity is the interest and enthusiasm of the children. Cooperative partners facilitate positive results, especially with students who are learning to speak English. Students learn and remember a new word because they read it in the dictionary, talk about it with their partner, draw a picture of it, and write it in a sentence.

The Staff

I have taught grades K-4 at Fillmore School for six years.

More Homework, Please!

The Idea

Activity-based homework kits provide learning practice in curriculum areas and encourage positive student and parent involvement. These kits provide a unique opportunity for children to become actively involved while promoting parent understanding of developmentally appropriate curriculum. The activities are innovative because they replace paper/pencil worksheets with manipulatives and instructions, are open-ended and include specific instructions and extension activities to promote higher-level thinking skills.

Examples:

1. "Writing Kit" contains paper, marking pens, pencils, a picture dictionary, story-starter ideas, and a letter to parents. Children may dictate sentences or use inventive spelling as appropriate for their ability levels.
2. "Bead Kit", which reinforces math concepts and strengthens fine motor coordination, contains colored beads, string, paper, crayons and instructions. Children may sort by color, shape, and size and create a pattern. They are encouraged to copy their pattern on paper and record their sorting results.
3. "Sink and Float Kit" contains a variety of classroom objects which may be used in a science discovery experiment, instructions and a laminated worksheet on which to record those items which sink or float.
4. "Beanbag Kit" contains one or two beanbags and a task card of numerous beanbag activities which reinforce their understanding of spatial concepts.

Kits such as these alternate with "Reading Envelopes" which offers good literature for the parent to read to the student.

State Framework

All the current state frameworks emphasize a multi-modal approach to teaching skills. All state frameworks and criteria for exemplary practices in S.I.P. and Chapter I encourage parent involvement and education.

The Students

Fifty-eight kindergarten students at May Grisham and Patterson Road Schools, including special education students, LEP/NEP students, and gifted and talented children, were given the opportunity to participate in this exciting developmentally appropriate homework program. Children who participated achieved growth in basic skills, self-confidence and self-worth. Parents became informed and involved participants in their child's learning and demonstrated a better undestanding of the kindergarten curriculum.

Materials and Facilities

Kits are developed from materials readily available in most kindergarten classrooms, such as book club paperbacks, "learning center" activities, math manipulatives, writing materials, and simple gross and fine motor development equipment. Manila envelopes, ziplock bags or laminated cases are used to transport materials. Information is available to teachers who wish to adapt the program.

Outside Resources

A parent or other responsible adult is helpful.

Overall Value

This program provides meaningful homework experiences, which encourage parent-child involvement. It makes use of numerous materials stored in classroom cupboards. Children are excited about homework and parents are informed about current curriculum. This approach addresses many school-wide homework and parent communication policies.

The Staff

We are both veteran kindergarten teachers with Masters degrees in Curriculum and Education. We have written successful AB803 Technology grants, CTIIP grants, and we were involved with Title IV-C developmental exemplary programs. We attended a workshop by Tina Reinemann on Kindergarten Homework and adapted her philosophy and ideas to meet the needs of our classrooms.

Grades K-3

Language Arts
Mathematics
Science

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Picture My Story

Grades 1-6

Language Arts

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The Idea

***Picture My Story* immerses students in the responding and revising aspects of the writing process, aspects very difficult to teach in the primary grades.** This idea is a coaching technique that will get your students listening to, talking about and improving a piece of writing.

First, of course, writing must be developed. The teacher models each stage and provides extensive prewriting activities with a lot of oral discussion and simple organizational techniques. Students are then encouraged to write down their thoughts and ideas on specially lined paper.

Once a draft is completed, responding or sharing takes place. Students are paired and take turns reading. As the story is being read, the other student draws and colors exactly what is heard in the story. The "illustrator" makes simple drawings in a mapping style. When the reader is finished, the illustrator describes what has been drawn, and in so doing describes back the reader's story. As the illustrator describes what is or isn't there, or as interpretative variances are resolved, the reader-writer makes the appropriate changes.

It is not unusual to have students read through a story several times as they try to make the writing more descriptive, sequential and complete. The illustration offers a neutral point that takes the critiquing away from a personal level, and allows students to get to the heart of the writing. When finished, the students change roles, and begin the process anew.

State Framework

The English-Language Arts Framework recommends "a writing program that includes attention to the various stages of the writing process."

The Students

This technique has been used in Grades 1-3, with students quite diverse in achievement level, many whose primary language is Spanish.

Materials and Facilities

Writing paper, pencils and crayons are all that is required.

Outside Resources

No outside resources are required.

Overall Value

The whole language, integrated classroom requires a judicious application of the writing process. The emerging writer in the primary grades must experience prewriting, drafting, responding, revising, editing and publishing. The typical response group and response paper does not provide enough conferencing time to make an effect on the writing. When "picturing" takes place, students get involved in the story, and revising is extensive and appropriate.

Staff

I have worked as a teacher at all levels, K-8, for ten years, and was a Mentor teacher for two years.

Understanding Ourselves and Others

The Idea

The theme of motivation as related to Abraham Maslow's theories about the reasons people behave as they do provides an innovative focus for language arts activities.

After studying Maslow's ideas on human needs, priorities, and motivations, the students progress through a series of activities. First they look within themselves. Then they examine the motivations and actions of real life people in autobiographies and biographies (e.g., Dick Gregory in his *Nigger* or Henry David Thoreau in his *Walden*). Next they study the motivations of fictional characters (e.g., Jay Gatsby in *The Great Gatsby* or the prisoner in *The Bet*) as their actions drive the plot in short stories and novels. Finally they come back to their own lives and, more acutely aware of human needs, alternative actions, and reasons for choices, the students again evaluate their own motivations in their relationships and situations.

Using cooperative learning and Writing Project activities (e.g., "Take and Make Notes" and "Dialogue Journals") students explore the concepts from different perspectives. They also respond positively to changing pace from individual work to cooperative learning, from quiet to interactive time.

State Framework

These projects effectively apply the recommendations of the English-Language Arts Framework, to take students "into, through, and beyond literature," promote students' problem solving abilities through utilizing the higher level thinking skills, and relate the ideas and values presented in literature to their own lives.

The Students

In 1990-91, 150 college preparatory, general, and ESL high school students participated.
Materials and Facilities

Class sets of reading materials are needed. I have developed materials on motivation, Maslow's hierarchy, and relevant literature.

Outside Resources

No outside resources are required.

Overall Value

Students today seek help in understanding themselves, their relationships and their place in society. In their semester-end evaluations, students have expressed appreciation for the chance to understand their own behavior as well as other people's (characters) and to consider alternative actions and possible consequences. Some admit they have never thought beyond the momentary desire to the reason for that "desire" and to the possibility that some of their actions may have a lasting effect on their lives. Positive attitudinal and behavioral changes are evidenced. Most changes are subtle but one student went from a hostile antagonist to a positive, cooperative class leader. Pleased parents also report such changes as a result of their students studying motivation.

The Staff

I have taught for 33 years, grades 3-12. I have used this thematic approach for several years.

Grades 9-12

English-Language Arts
Social Science

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Video Books

Grades 2-12

Language Arts
Art
Music
Technology

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Alisal Guest Ranch

The Idea

In *Video Books*, students integrate reading, speaking and writing skills with technology, art and music. This cooperative learning experience produces videotapes which summarize and interpret books they have read.

After the class finishes reading and discussing an assigned book, the students form cooperative learning groups. Each group writes a script which summarizes one or more chapters of the book and then creates large illustrations of their chapter(s). A video camera films these scenes as students read the scripts into the camera's microphone. The end product is a Video Book which retells the story, complete with color illustrations. The final videos can be checked out by class members, shared with other classes, shown at Open House, and saved for future generations of students. Students are intensely interested in seeing their own Video Books and those produced by former pupils, whom they often know.

This project promotes a positive attitude toward reading, writing and working in collaborative groups. Students exercise higher-level thinking skills as they make decisions about what parts of a chapter are essential for a summary, and why. They must hunt for clues and descriptions in the story to illustrate characters and scenes in the book.

State Framework

The English-Language Arts Framework calls for varied language experiences which involve students "in their own learning through listening, speaking, reading, and writing [in order to] enter a society prepared for the kind of cooperative work needed in the adult world today: a world where intellectual negotiation is essential to corporate, social, and political problem-solving." It encourages the integration of art, drama, and technology into language arts.

The Students

I successfully implemented this idea with my entire class of thirty fourth graders for several years. The other fourth grade has joined us for productions the last two years. It is easily adaptable to other grade levels and subject matter.

Materials and Facilities

To implement, you need access to a video camera, VCR, and television. A tape recorder can add background music or sound effects.

Outside Resources

If students wish to increase their level of professionalism, they can watch films on video production techniques, and television programs such as the PBS "Rainbow Reading" series.

Overall Value

This idea is easily adaptable to any grade level. It allows students to produce a really video, not just rough "kid's stuff." It develops skills in reading, writing, speaking, art, cooperation, and general creativity in highly motivational context. Students and parents are understandably enthusiastic when they see the final product on TV.

The Staff

I have taught elementary school for 16 years, including three years at a bilingual elementary school in West Berlin and one year in the Netherlands. I am a computer Mentor Teacher.

Write Right

The Idea

***Write Right* builds vocabulary improves spelling, develops communication skills, enhances dictionary skills, artistic creativity, music appreciation, and boosts self esteem, through activities focused on homophones (homonyms) that are fun and motivating for students.** By using activities for visual, auditory, and kinesthetic learners, all students, especially ESL children, are successful. Rather than simply including homophones in spelling or occasionally giving homophone spelling tests, I developed a unit when daily spelling assignments reflected this need. Students actively participate in these challenging activities, because of opportunities to interact with peers, work cooperatively, be creative, and communicate their learning to others.

After students are introduced to homophones, they cooperatively develop a group poster, which displays homophone spelling words for the week, respellings, illustrations, and sentences for the definitions. Students then discover homophones by listening to music records or tapes. After identifying and defining the homophones in the lyrics, small groups prepare a "record poster" which includes the song title, group's list of paired homophones, and illustrations.

Once students are familiar with homophones and dictionary skills, they create their own books of homophone riddles. Students choose pairs of homophones, define them, and develop and illustrate riddle questions, which are answered by the paired homophones. Here is an example of a student-developed riddle: "What do you call a donkey in New York City? . . . . A burro in a borough."

Students share all activities in *Write Right*. Words of praise and enjoyment from peers boost self-esteem; weekly spelling scores improve; confidence and skill in homophone spelling grow. *Write Right* takes four to six weeks and culminates with "Share a Homomphone Riddle Celebration."

State Framework

The English-Language Arts Framework specifically recommends "participation in meaningful and interesting word study, that includes similarities and differences."

The Students

For the past two years, sixty-four students in Grades 4 and 5 enthusiastically participated in *Write Right*. Students experienced a high level of achievement in extending their vocabulary and daily writing showed a decrease in spelling errors.

Materials and Facilities

Materials include dictionaries, paper, markers, records/tapes, and record/tape player. My list of 400 homophones developed from student dictionaries is available. Other sources are *Eight Ate* and *What's Mite Might?*

Overall Value

Write Right develops a strong desire to learn and enthusiasm for sharing new knowledge. Numerous students ask, "Can't we work on homophones a little longer?" Children proclaim their joy in stumping their families with the riddles, and many continue to add to their books once they are sent home. Extended learning takes place when students incorporate their new vocabulary in everyday oral and written language. Significant benefits also include the skills students develop in thinking, organizing, developing, presenting, and listening. The greatest value is the interest and excitement of the children and the long lasting improvement in the use of these words.

The Staff

I developed *Write Right* in 1989 and it can be implemented without assistance. I have taught Grades 3-5 in the Santa Maria-Bonita School District for the past eleven years.

Grades 3-6

Language Arts
Art
Music
Self-Esteem

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A Year to Remember

Grades 6-12

Language Arts
Self-Esteem
Special Education

More Information

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The Idea

***A Year To Remember*, an individualized yearbook, helps to promote students' creative writing, thinking, and problem-solving skills as well as increasing self-esteem.**

Introduced in September, the project of organizing and publishing books of their own works continues throughout the year. To begin the project, a high school yearbook editor presents ideas and techniques for producing a quality yearbook. The students choose themes and titles that make the books special to them. After the theme and title are decided upon, the first page is created, which includes a photo of the student and an autobiography.

During the year, students create a monthly page(s) with samples of their work; original poems, stories, photos, art work, etc. Photographs of special class projects, staff, school events, guest speakers and field trips are especially popular. Several pages are devoted to a collection of newspaper and magazine clippings showing contemporary events, fads, fashion, music, movies, sports, etc.

At the end of the school year, students design individual covers, organize completed pages, and bind their yearbooks. The teacher includes a personal note to each student describing how he/she made the year special. Blank pages may be left for messages from classmates. On the last day of class, the students take their books home with them. Each book contains an enduring retrospective of a year to remember.

State Framework

The idea supports the English-Language Arts Framework that recommends activities to develop the creative, critical, and communicative potential of students.
Students

In 1990-91, 15 Special Education students, grades 6-12 from Cuyama Elementary and High School actively participated in this project.

Materials and Facilities

Materials can include: camera, film, paper, laminating machine or clear contact, copy machine, computer, publishing and word processing software, newspapers, magazines, wallpaper and sewing machine.

Outside Resources

No outside resources are necessary. However, parents, friends, community members, students from other classes and other teachers are encouraged to share their special talents, skills and knowledge with the students.

Overall Value

The idea fosters creativity and written language development. Self-esteem is enhanced as each student creates a tangible product that represents his/her own growth and experiences during the school year. It is simple to implement, easy to maintain, and long term. It can be incorporated into a whole language program and used as part of an integrated unit. It is an excellent way to interest students in current events. The idea can be modified easily for use in any class or grade level. Best of all it is fun for both students and teacher.

The Staff

I hold a Master of Science Degree in Special Education and have been teaching Special Education in Santa Barbara County since 1974. In 1988 I received an Impact II Adapter Grant. The yearbook activity, as described above, was initiated six years ago. The idea has been refined and enriched upon continually. The idea can be implemented with little or no outside assistance.

History / Social Science

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. . . And Liberty for All

Grades 3-12

Integrated Learning
Social Science
Language Arts
Visual and Performing Arts

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John Geenleaf Whittier Award for Teaching Ethics, Values, and Character Education

The Idea

. . . *And Liberty For All* is a six week social science curriculum unit requiring students to integrate language arts and cultural arts strategies to explore U.S. Revolutionary History—people, events, and issues—and its relation to our democratic form of government.

Students research and create displays about revolutionary history for a class Liberty Museum which is open for a day and evening for other classes and parents to visit. In addition, each student becomes one of the Presidents of the U.S. and gives a three to five minute State of the Union speech on accomplishments of his presidency. Students debate the pros and cons of the Bill of Rights. The class designs and creates a large "symbols of liberty" quilt. Our quilt now hangs in our classroom, but was displayed at the County Fair at the students' request. This project culminates with a Liberty Revue in which students present dramatic readings of famous documents and speeches, recite patriotic poems, sing patriotic songs, and do skits of memorable events related to this time in history.

State Frameworks

This project supports both the English-Language Arts and History-Social Science Frameworks which recommend integrating both disciplines with "hands-on" educational experiences for students. The use of original documents, debate of issues, and creation of three-dimensional displays make this action education.

The Students

Sixty fifth and sixth graders participated in this project during 1990-1991. The various levels of student ability and achievement were accomodated by the topic selected and the means of display. Each student was able to use his/her knowledge and talents to learn more about our country's early history.

Materials and Facilities

This project was done in my classroom. During the Liberty Museum, chairs were removed, desks served as display tables and the room was decorated with a patriotic theme. I purchased material and fabric paint for the quilt. Teacher materials are available from me for this unit. Research materials came from the County Education Office and the school's library. This project encouraged independent research with a unique format for publication.

Outside Resources

None are required. Each parent was invovlved with his/her child as the final displays were put together at home. A parent graciously sewed the quilt together, and the students then tied it at a class "quilting bee."

Overall Value

The word "liberty" takes on real meaning for students as they study our past and relate it to the present — the Persian Gulf. This unit is truly integrated curriculum. Its roots are in the content area of American History, but the research requires students to use their language arts skills to gather the information, and encourages students to utilize their talents in art, music, and drama to share their project with other students and parents. Parents were encouraged to act as consultants on the museum projects, as well as to attend the Liberty Celebration.

The Staff

I have been teaching for 18 years, which includes 11 years in the Hope School District. I have taught grades 1-6, and have been a Mentor Teacher in my district for the past five years. I was a fellow of the South Coast Writing, the South Coast Literature and the Tri-County Mathematics Projects. I attended the History/Social Science Institute last summer. I have presented many in-service programs for teachers within the tri-county area. This project was developed as part of a professional growth goal to integrate Social Studies, Language Arts, and Cultural Arts.

BOOKS: Your Passport to the World

The Idea

BOOKS: Your Passport to the World **teaches children world geography through literature, as students explore other countries through multimedia presentation about family life, folktales, myths and legends of the countries and locate the countries on the world map.** Each week in the library media center, students journey to another land to learn about other people and gain a better understanding of different cultures and ways of life. The program begins during National Geographic Awareness Week.

As the children enter the library, they have their passports stamped. They find the teacher dressed in items representative of the country being studied. They see a flag and artifacts from the country in the room. Students locate the country on the globe and wall maps before viewing a film, filmstrip or video about life in the country. This is followed by selection of appropriate books. Special emphasis is on the geographic features of the country and its location. Countries visited include Mexico, France, Egypt, Israel, China, Australia, and Antarctica. Follow-up activities about the country continue across the curriculum in individual classrooms. At the conclusion of the tour, students plead to keep traveling.

State Framework

The History-Social Science Framework emphasizes geography as one of the major literacies. It states, "an understanding of the major regions of the western and non-western worlds is of major importance if students are to appreciate the growing interdependence and global complexity of their world. Students should develop respect for the human dignity of all people and understanding of different cultures and ways of life."

The Students

All of the 540 students (Grades K-6) at Monroe School participated in *BOOKS: Your Passport to the World* this year. All students studied the same countries, but literature shared varied by grade level. The students voted overwhelmingly to continue the study next year.

Materials and Facilities

Teachers need a world map and globe and class sets of world almanacs and atlases. Books and audio visuals used for each country are listed in the bibliography developed as part of the teacher materials packet. Each class made passports using the master provided. Passport stamps for each country were purchased at Stampa Barbara Store.

Outside Resources

John Iwerks' six-foot globe was a great contribution to the program (available for loan). Guest speakers can be invited to share their experiences and slides. The hats worn for each country were borrowed from friends. World flags were borrowed from a fellow teacher, but can be purchased at the UNICEF store.

Overall Value

Our students need greater exposure to geography. *BOOKS: Your Passport to the World* is a wonderful, integrated way to reach students. It creates enthusiasm for geography and increases globe and map usage. School unity is encouraged as all students are working on the same country. Sharing speakers and resources among classrooms is very positive. Parents express interest and amazement at their children's increased knowledge of world geography.

The Staff

I am a library teacher at Monroe School in Santa Barbara. I developed the program with a grant from the Santa Barbara Education Foundation to heighten awareness of geography and to establish the library as the center of curriculum. It can be used in a single classroom or entire school. No extra assistance is needed. I was selected for the Rotary Club Teacher Recognition Award, have served as a Social Science and a Language Arts Mentor. I am an IMPACT II Adapter and Disseminator and an active workshop presenter in the county.

Grades K-6

Social Science
Language Arts

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Dare to Dream

Grades 4-12

All Curriculum Areas

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Business Partner

Hall, Hurley, Deutsch, Architects

The Idea

***Dare to Dream* is a simplified process of envisioning the future of schooling and creating a written and structural representation of that vision.** This is introduced at the end of a science unit on energy and the enviroment. Students are encouraged to dream about the ideal school for the purpose of learning and energy efficiency.

Students begin by verbally sharing all their concerns about schooling in small groups. They then focus in, individually, on one primary concern which they will later share with the whole class. The teacher acts as facilitator by writing concerns on the chalkboard. Next, students close their eyes and dream (envision) about what school would look like 50 years from now if their concerns are met. They "quick write" their dream idea then share it with a partner. As a home assignment, they illustrate their idea. These are shared with the class. Students are then given the task of constructing a model of their idea at home with parental assistance.

The uniqueness of this unit is that it involves real-world application of critical thinking skills in a way that "empowers students" to believe they can make a diiference in the future. They experience the role of "concerned citizens" as they redesign schooling. Parents become actively involved in the students' learning. Student attitudinal/behavioral changes are observed through increased motivation, self-esteem, cooperation, valuing others' ideas, and active involvement.

This unit is taught for about four weeks. Models and descriptions are on display for Open House.

State Frameworks

The idea meets all state frameworks' emphasis on real-world learning, critical thinking, and integration of the curriculum. It integrates reading, writing, speaking, listening, and thinking as outlined in the English-Language Arts Framework. It provides research and hands-on application of math concepts as seen in the Mathematics Framework. It also reinforces the Science Framework by providing hands-on experiences with materials and offers demonstration of learning. The History-Social Science Framework is reinforced by creating connections to people, time, geography, and space.

The Students

Twenty four sixth graders participated in this unit. They were of mixed achievement levels with the majority being average to low.

Materials and Facilities

The only special materials needed are those students use in constucting their models and since this is a home project, parents help obtain needed supplies.

Outside Resources

No outside resources are required. However, it really enhances the unit to bring in parents and community speakers who work in construction, architecture, and engineering.

Overall Value

Dare to Dream is an opportunity for students to see their dreams come true. They are able to see that their ideas can become reality, and that the math, science, art, language learned in school have practical, important uses. They also see that they can make valuable contributions to society with their ideas. Students say how much fun learning is and parents are amazed at how their children think. It has been a wonderful way to empower students and connect the parents with their learning.

The Staff

I have been teaching elementary education for eight years at a variety of grade levels, plus several years at Allan Hancock College. Awards and grants include IMPACT II Disseminator and Adapter Grants, Mentor Teacher, and CTIIP. I was trained in this envisioning process at the national IMPACT II Institute on the Future of Teaching in 1990 and adapted it for use by students.

Dynamic Duos Discover the World

The Idea

Dynamic Duos Discover the World **is an integrated learning activity that utilizes cross-age tutors to positively introduce students to research and report writing, as they gain a knowledge and awareness of world geography.** My limited English-proficient bilingual students work cooperatively with cross-age tutors who have basic knowledge of world geography and are native English or fluent English-proficient speakers. This enables all students to participate in a comfortable, non-threatening environment.

My students choose a country from a teacher-compiled list of countries in the news, from cultures represented in the class, or of particular interest to the students. Each tutor assists a younger "buddy" in gathering research information about the chosen country. Once the research is completed, my students have enough information and confidence to proceed independently in the completion of a written report. Oral presentations of the report, with students wearing individually designed T-shirts, are given in their own class first and then presented in those of their tutors. The T-shirt design includes the student's unique interpretation of the country's outline, its flag, capital, and major cities. They use math skills in the layout of the design.

State Framework

The English-Language Arts Framework states that "Limited-English-Proficient students need a rich linguistic environment in which frequent opportunities are provided for students to speak, listen, read, and write in meaningful contexts." All these needs are met in this idea and benefit ALL language learners. *Dynamic Duos Discover the World* supports the geographic literacy strand of the History-Social Science Framework by developing an awareness of place, locational skills and understanding.

The Students

Dynamic Duos Discover the World was used in a second grade bilingual class with cross-age tutors from a fifth/sixth grade bilingual class. All students took active roles in their learning as they successfully completed the research and follow-up activities. The idea could be adapted easily to other grade levels in a bilingual or monolingual classroom setting.

Materials and Facilities

Maps, globes, atlases, and encyclopedias are needed in the classroom. Students can supply their own T-shirts. Permanent fabric markers are needed to design them.

Outside Resources

No outside resources are required.

Overall Value

All students are highly motivated and enthusiastic as they participate in this cooperative learning activity. My students still proudly wear their T-shirts and literally jump at the chance to show off "their" country. Whenever a map, globe, or atlas is around, you're sure to hear, "Look, teacher. Here's MY country!" Their learning continues all year as they reinforce their knowledge whenever someone wears his/her T-shirt to class. The cross-age tutors earnestly scan the globe in preparation for being "teachers." Their self-esteem soars during the oral presentations when they realize the important role they play in their buddy's learning. A unique bond is formed between the two classes.

The Staff

I have taught in the primary grades for three years, and previously worked as a credentialed tutor.

Grades 1-8

Integrated Learning
Social Science
Language Arts
Art
Bilingual/ESL

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Exxon Company, U.S.A.

Herstory

Grades 2-9

Social Science
Language Arts
ESL
Fine Arts
Self-Esteem
Technology

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Business Partner

John Greenleaf Whittier Award for Teaching Ethics, Values and Character Education

The Idea

***Herstory* is a four to six week thematic unit beginning in March (National Women's History Month) that incorporates the study of women in history with interactive oral and written language development activities.** Students participate in lessons that develop background knowledge of famous women. They also develop an awareness and appreciation of women in their lives and in society today.

Students conduct personal oral history interviews with women in their own lives to build awareness of the many roles of women. They read the newspaper, bring in articles, and discuss issues concerning women. Ongoing activities that incorporate multicultural awareness during this unit include reader's theater, poetry biographies, and studies of women artists and athletes. Classroom cooperative activities include timelines, tableaux, and "tea parties" to build a knowledge base of the Women's Rights Movement. Guest speakers from the community discuss their careers or hobbies, and readings of literature by and about women. The unit concludes with a videotaped oral presentation of a famous woman (including props and costumes) by each student in the class.

State Framework

This unit supports the English-Language Arts Framework by promoting "reading activities that are significant and meaningful, integrating all the language arts by listening, speaking, reading and writing as students build their language skills." The sequential unit also supports the History-Social Science Framework by emphasizing the "importance of history as a story well told," incorporating appropriate literature by and about women, integrating a multicultural perspective, and encouraging individual participation and responsibility in school and community service. It is a curriculum that is especially designed to address the needs of limited-English-proficient students without "watering down" the content of the curriculum.

The Students

Developed with third graders several years ago, this idea was used with 25 third graders again in 1990-91. In 1989-90, 60 students from two fifth grade classes (bilingual and monolingual) of all ability levels actively participated. Fourth grade students have also participated in this project in the past.

Materials and Facilities

These activities may be adapted easily to any elementary or junior high classroom. Teacher materials are available.

Outside Resources

Guest speakers and field trips are enthusiastically received, and are easily found in the local community. Speakers might include students' mothers, aunts, and grandmothers, also.

Overall Value

Over the six years I have taught *Herstory*, I have found that the unit promotes positive self-esteem and interaction skills. Since the student begins the unit by finding out about the personal history of a woman in his/her life, the subject area becomes relevant and eye-opening while promoting a sense of pride in one's heritage. Most importantly, the unit fosters active involvement at home and with the community. Easily implemented classroom activities incorporate a variety of learning styles and interests.

The Staff

I have taught Grades 3-5 in Santa Barbara for seven years. I have incorporated sheltered instruction in my teaching the past four years, participated in the Migrant Education ESL Training Institute, am currently enrolled in UCSB's Master's program in Reading with emphasis in ESL, and have given ESL and sheltered instruction workshops. I previously received IMPACT II Disseminator and Santa Barbara Public Education Fund grants.

Historical Figures Come to Life

The Idea

***Historical Figures Come to Life* captures the imagination of the entire class, motivates students to research for the fun of learning about a historical personality, promotes a love of history, enhances writing and research skill, and provides a variety of learning styles so that all students experience success.**

During this project, students participate in four specific areas: a research report, historic fiction writing, oral presentations using role playing, and art projects. The report is a factual account of the character's life and requires the use of research, including a bibliography. The information obtained in the research section helps to prepare the student for the other sections of the project.

The second section is a journal or diary account of five days in the life of the student's chosen character which usually expands major events in the research report. The five days can be spread throughout the character's life. It is important for the student to write as if he/she were the character.

The third section is a presentation where the student, in full historical dress, tells about his/her character as if he/she were the character, thus sharing interesting research facts. Parents are always invited and love to see their own Benjamin Franklin or Theodore Roosevelt. Presentations are videotaped and shown at Open House.

The last section enables students to use varied learning styles, as they choose map making, drawing, diagrams, mobiles, timelines, or other teacher-approved activities.

Historical Figures Come to Life takes approximately six weeks, but can be adapted to any schedule or grade level. After completing this unit, students approach new research projects with enthusiasm.
State Framework

The History-Social Science Framework emphasizes the study of major historical events and periods in depth, enabling students to see history in rich detail, and to think about what they are studying. The framework stresses the importance of history as a story well told, using literature of and about the period, and using a variety of content-appropriate teaching methods that engage students actively.

The Students

Sixty fifth grade students in a 5-6 class participated in 1990-91. They ranged in reading achievement from Grades 3-6 but activities emphasizing varied learning styles enabled all to be successful.

Materials and Facilities

The necessary materials are available in most classrooms and school libraries. A video camera enables one to videotape the oral presentations.

Outside Resources

The public library and County Education Office library can provide books about historical figures. Costumes can be created from everyday sources with help from parents and friends.

Overall Value

Students learn research skills through integrating language arts and social sciences and become highly motivated. For example, one student, when called by his real name during the oral presentation, responded, "I'm not Josh. I'm President Lincoln."

A fifth grade teacher, who used this in his classroom, found it to be so exciting and challenging for his students that he urged me to apply for a grant. Parents tell me this is one of the highlights of their child's school experience.

The Staff

I have taught at Santa Ynez School for four years and have used this idea each year.

Grades 4-8

Social Science
Literature
Art
Science

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Microcorp

Grades 4-12

Economics
Social Science

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High School District

Business Partner

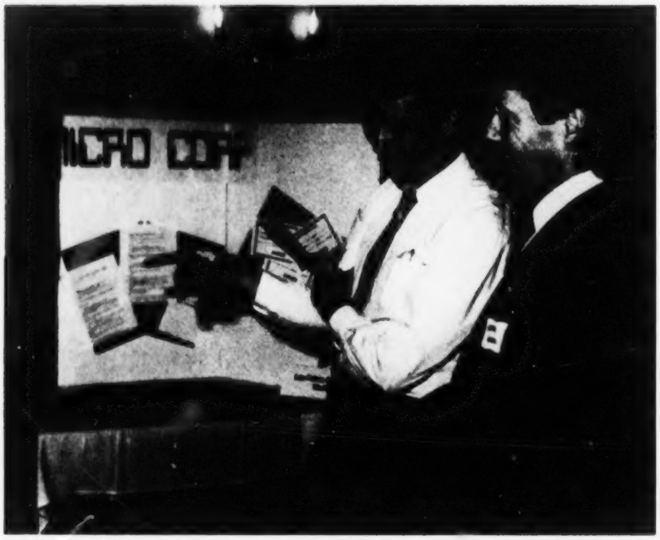
Los Padres Savings
Bank

The Idea

***Microcorp* involves students in a marketing/merchandising project which teaches business organization, decision making, advertising and promotion, competition and record keeping.**

Students are formed into companies which, in two marketing days, compete in the beverage stand business. Each company elects officers (e.g., President, Vice-President, Advertising Manager, Procurement Officer, Treasurer). Each company then chooses a beverage to sell, conducts pre-marketing surveys of potential consumers, and capitalizes the microcorp by self-funding or selling shares of stock. (Note: Beverages must be drinks not already available and are subject to instructor approval.) Marketing days are punctuated by a processing day for readjustment, analysis, and record keeping. Finally, students hold a post-simulation analysis meeting to assess the experience, and gather data for their microcorp's final financial and personal reports.

Using cooperative groups and hands-on involvement, students are able to more effectively experience their education, and apply their own skills, problem solving abilities, and knowledge, in a safe, fun, and real-world setting.



State Framework

Microcorp specifically addresses the History-Social Science Framework areas of economic literacy and participation skills through group interaction, problem solving, and critical thinking skills.

The Students

Microcorp has been tested by seventy college-prep senior Government/Economics students. The idea was previously tested by fellows of the 1990 Santa Barbara History/ Social Science Institute.

Materials and Facilities

Teachers using this idea may need to secure permission of the administration to use outside locations, and break or lunch times for the marketing. It is the responsibility of the students to provide the materials for their stands and products. Step-by-step materials have been developed to facilitate teaching and implementing *Microcorp*.

Outside Resources

No outside resources are required.

Overall Value

Simulations are a fantastic way to effectively learn through experience. Motivation is extremely high, and students are thoroughly invested in the unit. Perhaps the ultimate success of any unit is summed up in a comment we heard from many students: "I wish we could do this all year!"

The Staff

Jerry Swanitz has been teaching for twenty-five years at Santa Ynez High School in the areas of Economics, English, and Peer Counseling. Harvey Green has taught U.S. Government, U.S. History, and World Cultures at Santa Ynez High School for thirteen years. They are both IMPACT II teachers, former Mentors, and presenters, currently team teaching Government/ Economics.

Ordinary People: A Story Well Told

The Idea

Who were the ordinary people of American history? ***Ordinary People: A Story Well Told*** **is an American history re-creation activity that integrates literature, art, music and history. Students in cooperative groups select primary source material with samples of art and music from the Civil War and organize the material into an auditory and visual story of ordinary people in history.**

Each group chooses a single year of the war for investigation. Primary sources (diaries, letters, poetry, and speeches) are used to tell the story. Art and photographs of the Civil War are used to show the story. Music written during the war is integrated to allow for a balanced understanding of the life and feelings of these ordinary American people.

The culmination of this work comes when each student group makes an integrated presentation using art, music, and material from the primary sources. Many students go beyond showing and telling to dress the part and act out the roles of real people they have learned about from this time period. At many different levels students achieve success in understanding ordinary people of our past.

For example, students researching 1862 may use Julia Ward Howe's lyrics to "John Brown's Body" (in choral reading) while showing pictures of Union soldiers interacting with freed slaves. All the while, "The Battle Hymn of the Republic" might be playing to re-create a moment of American life. 1864 might see Francis Carpenter's painting of U. S. Grant at the White House, accompanied by letters written about Grant by his men and the families of his soldiers. The music "The Battle Cry of Freedom" would help show the intensity of life these ordinary people lived.

State Framework

Re-creations, telling stories, and the use of primary sources are all important aspects of the History-Social Science Framwork. The integration of history with the other humanities brings about the story well told. The English-Language Arts and Visual and Performing Arts Frameworks also emphasize the idea of integration of skills taught in the classroom with real life experiences.

The Students

One hundred twenty eighth grade students have helped tell the story of ordinary people during the Civil War.

Materials and Facilities

All activities can be accomplished in any fifth or eighth grade classroom. Necessary resources can be found in school, public and the County Education Office libraries. Only basic audio-visual equipment is needed, but Laser disc technology is a valuable resource. Teacher materials are available.

Outside Resources

No outside resources are required.

Overall Value

A re-creation, a story well told, and dramatization are all enjoyable, high interest ways of internalizing history. The text is fine, movies are great, but involvement in this activity makes the people of history become real. Our students see that the people of our history are not two-dimensionial characters in a book, and understand more about their emotions.

The Staff

I have been a teacher in Orcutt for seventeen years. I have been a history/social science Mentor Teacher and an IMPACT II teacher for the past three years. The concept for *Ordinary People: A Story Well Told* was developed two years ago but was altered by the PBS series, *The Civil War.*

Grades 5-12

Social Science
Art
Music
Language Arts
Technology

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Arco Foundation

Our National Parks

Grades 5,8

Social Science
Language Arts
Technology

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Business Partner

Lloyd and Kendall Mills

The Idea

***Our National Parks* is an independent History/Social Science and Language Arts project that allows for closure of the year-long study of the progression of our nation's development.**

The students are engaged in critical thinking and the learning process through various activities. These include: letter writing to a national park for information; historical timelines; geography; state location; analysis of past history, present condition and future existence of a national park; and production of a television commercial convincing viewers that his/her national park is the best place to go for a summer vacation.

State Framework

The History-Social Science Framework recommends that students be actively engaged in a learning process that emphasizes the use of critical thinking skills when studying history.

The Students

Sixty-five fifth graders at Solvang School enthusiastically participated in the project during 1990-91. All the students enjoyed gathering information and disseminating it. They particularly enjoyed creating their imaginative television commercials. Some students visited their national parks during the following summer vacation.

Materials and Facilities

Students need access to a library for reference materials. They provide the materials for the display. The teacher provides the specifications and requirements which are stated in teacher materials that are available upon request. A video camera for their television commercials makes the production more realistic for the student.

Outside Resources

Some enriching outside resources include a field trip to a national park, and a visit to the classroom by a park ranger. Some county fire departments provide a Smokey the Bear presentation. The Department of the Interior has a fabulous, free index of all the national parks and monuments and sells a great video about national parks.

Overall Value

All skills learned throughout the year are applied to this project. Students explore everything from the earliest settlers of the area in which their national park is located to predictions about the future existence of their park. It provides a lasting memory as closure for the year and stimulates a desire in the student to visit national parks.

The Staff

I have taught fifth grade since 1987 at Solvang Elementary School.

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Peace at School . . . and in the World . . . Begins with Me

The Idea

Peace at School . . . and in the World . . . Begins with Me **integrates language arts with math, history and current events, through multi-media art activities, in English and/or Spanish.** Students discuss school rules, possible conflicts and then creatively resolve them through independent projects, whole class activities, and cooperative groups with reading, writing, photography, origami, and group presentations to other classes.

At the beginning of the school year, students review the school safety guidelines, discuss and agree on appropriate behavior; then, in cooperative teams, photograph examples around the school. The resulting slides are organized, with a written narration, for them to present to other classrooms.

Students extend their discussions about rules and conflict resolution into current events through reading magazines and newspaper articles as well as watching television news. They read *Sadako and the 1,000 Paper Cranes* (about a young girl who died of leukemia due to the bombing of Hiroshima) to understand real life personal feelings and experiences about war. They rewrite the story in a shortened form and present their interpretations to other classes. They fold origami paper cranes, which are peace symbols in Japan, and demonstrate and teach the technique to other classes. As a multi-class, school-wide project, students fold 1,000 paper cranes to send to the Children's Peace Memorial in Hiroshima, Japan.

State Framework

These activities integrate themselves into all frameworks. They support the English-Language Arts Framework's recommendation that listening, speaking, reading, writing and thinking be integrated around important ethical and cultural issues. The History-Social Science Framework encourages ethical and cultural literacy, economic and political awareness.

The Students

This two-month lesson was initiated in the Resource program with learning disabled students in grades 3-5, and then taught by them to regular classes. This activity was an effective way for the these students to gain credibility and expertise, improve their self-esteem, provide a valuable service to the school, and learn and teach academic material in a meaningful way.

Overall Value

This idea has worked well in every classroom, giving all students in the school an opportunity to talk about life, death, war and peace. Because folding cranes is a complex skill, student success builds self-confidence.

The Staff

I have taught for the past twenty-five years, thirteen as a Resource Specialist, and am the district's Cooperative Learning Mentor. I have an LDS Certificate and am also a previous IMPACT II grant recipient.

Grades 3-8

Integrated Thematic Learning
Language Arts
Social Science
Mathematics
Art

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Business Partner

John Greenleaf Whittier Award for Teaching Ethics, Values and Character Education

State Brochures

Grades 3-12

Social Science
Language Arts
Mathematics
Visual Arts

More Information

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Southern California Gas Company

The Idea

As an alternative to traditional state reports or as a pre-report writing activity, students create state "brochures" that include pictures, charts and lists of important information about "their" state.

A piece of 12" X 18" construction paper is folded into eight sections (16 counting the back). Each section has a designated title: State Bird, State Flag, Rivers/Lakes, Population/Area, Major Cities, Government, Famous People, Places to Visit, State Map, Economy, Land Regions, Climate, State Flower, Your Choice, and Cover. Students are directed to encyclopedias and almanacs to gather data in these areas. Students use worksheets to help them organize their information. Once collected, this data is colorfully displayed in the appropriate section of their brochure. The last two sections are used for an attractive cover.

Students find that preparing for reports in this manner is helpful. Organizating research and categorizing data is "built-in" as they progress section by section through the project. Another added benefit of the brochure is that all information is put into picture, chart, or list form, thus alleviating the problem of students copying word for word from the encyclopedia.

After completion, the brochure can be proudly displayed as a finished research product and/or used as a resource for writing a traditional report. Students simply take each section and write the information into paragraph form in their own words. Once finished, students enjoy listing their brochure as a part of their bibliography.

State Frameworks

The History-Social Science Framework emphasizes the importance of an integrated curriculum. Language arts (reading for content, outlining), math (population, area, average temperatures, etc.), and visual arts (drawing state symbols) are all subject areas that are easily integrated with this social science project.

The Students

I have done this project with fifth grade students for five years. Students of all ability levels have enjoyed displaying their research in this non-traditional format.

Materials and Facilities

This project can be completed with normal classroom materials. Laminating the brochures when finished is recommended to give a "professional" look. I have developed worksheets to help students gather information in most of the areas, which are available. Your own ideas and methods can easily be incorporated.

Outside Resources

No outside resources are required.

Overall Value

Students are often less than thrilled about writing reports. This step-by-step approach is the ideal pre-report writing activity. Its non-threatening format allows student to experience positive results and be proud of their accomplishments. Students enjoy the attractiveness of their finished project as well as its usefuleness as a resource for writing their report. Parents also admire their childrens' effort and pride displayed in the brochures. This idea can easily be adapted to fit any report writing assignment at all grade levels.

The Staff

I have taught or seven years, the last four at Joe Nightingale School in the intermediate grades. As a member of the district Social Studies Framework Committee the past three years, finding creative and innovative social studies lessons has been rewarding.

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Tax-a-thon!

The Idea

Why do we pay taxes? What does the government do for us anyway? ***Tax-a-thon!*** **is an integrated learning, hands-on approach to teaching county (or state) government, using the everday phone book as a resource.**

As the children work in cooperative groups locating various kinds of help provided by the County, they discover numerous services paid for by taxes. Questions are designed to apply to situations of interest to children: Who would they call if their pet were lost or there were a strange animal in their yard? How could they get a passport or find their birth certificates?

Once the cooperative group has located the appropriate agencies, partners choose one situation to dramatize for the rest of the class.

The activities promote the skills of categorizing, classifiying, alphabetizing, problem solving, dramatizating and writing. Higher-level thinking skills can be used by debating whether other services, such as medical care, should or should not be paid for by taxes.

The second simulation is a model Board of Supervisors meeting, debating the issue of building a new hotel in the county. Various citizens as well as the hotel management team, appear before the board to present their views. Enviromental and economic issues are examined that affect the Board's decision.

The unit is further extended into math curriculum via a packet designed as an introduction to paying taxes. Simplified tables are provided and basic tax terms defined to enable the students to calculate the "estimated tax returns" of sample stereotypes, purposely exaggerated to stimulate discussion.

State Frameworks

This idea integrates the social science and language arts curricula with math, providing an active cooperative learning approach as recommended by the History-Social Science Framework for the study of local (and state) government. This framework encourages the use of higher level thinking skills as well as practical living skills and community awareness.

The Students

The idea has been used for three years with students in grades 3-4 at all levels of ability. It can be adapted for students in higher grades as well.

Materials and Facilities

This program can be set up in any classroom using readily available materials.

Outside Resources

The unit can be extended to include field trips to any of the various agencies noted in the activities: e.g., the Courthouse and County Administrative Building, Animal Control Center, Fire and Sheriff's departments, and city offices.

Overall Value

After participating in *Tax-a-thon!*, students are more enthusiastic about field trips to the various governmental agencies and become excited when they recognize the offices they have "phoned". Docents have remarked how well prepared they are. These activities personalize the services governments provide for the students' benefit, while familiarizing them with an important, everyday tool that they relate to and find pragmatic.

The Staff

I have taught in Goleta for three years. I served on the district Curriculum Council in 1990-91.

Grades 3-12

Social Science
Mathematics
Language Arts

More Information

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Trek America

Grades 4-8

Integrated Learning
Social Science
Language Arts
Mathematics
Music
Art
Technology

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Business Partner

ABC-CLIO Intellimation

The Idea

***Trek America* takes students on a road trip across the U.S. using a wide variety of integrated activities in all curriculum areas.** Student teams race across the U.S. in the *Heritage* simulation, using maps and math to figure mileage, stopping at historical spots and "sending home" postcards with artwork and geographic descriptions. The *American Legacy* video series samples 16 U.S. regions then and now before discussing the five themes of geography. Each student chooses a state, gathers facts from a computer database as well as library sources, and state tourist bureaus before completing an illustrated report.

Students also have fun singing songs about each region, eating U.S. cookies, making maps of the fifty states, and playing *Where in the U.S.A. is Carmen Sandiego*? Without using a textbook, students study geography, learn states and capitals, sample history, learn research skills, apply math skills, and enjoy related art and music activities. Technology is an integral part without being formidable for the students or teacher. Higher-level thinking skills are employed, especially in the simulation and discussions involving the videos. The unit, which begins the school year, takes partial days for four to six weeks.

State Framework

This idea emphasizes the History-Social Science Framework goals of geographic and historical literacy as well as critical thinking and participation skills. It supports the English-Language Arts Framework in the use of literature and the integration of listening, speaking reading and writing in a meaningful context. It uses problem solving skills, computational skills and calculator technology as emphasized by the Mathematics Framework.

The Students

During 1990-91, my 26 fifth graders participated. Some activities were done with another fifth grade class. Students from below grade-level through gifted with varying levels of English proficiency were successful.

Materials and Facilities

My classroom has one computer, so we go to the computer lab for database activities. The simulation and software need to be purchased, but most activities can be modified to exclude the software. The *American Legacy* and math videos are available from the County Education Office. I have prepared a packet with information about every activity.

Outside Resources

State Tourism Offices, the public library and the Automobile Club Touring Guides provide helpful information.

Overall Value

Using *Trek America* to race across the U.S. gets students excited about geography history, reading and writing. The instructional videos "hook" the students so much that they sing the theme song. Parents love the simulation and the large "custom-made" maps students hang in their bedrooms. My teammates have already adopted and adapted most of the *Trek America* activities. One substitute even stopped by to ask where I "got the unit."

The Staff

I have taught for 22 years at the elementary level. I was an associate at the Elementary Summer Technology Training Institute, on the staff of the California Technology Project's Technology Leadership Academy, and presented at Computer Using Educators' conferences. I have been a Mentor Teacher and received both IMPACT II Adapter and Santa Barbara Education Fund grants. Developed over several years, *Trek America* has been used for three years in its current form. Sue Perona suggested adding the *Heritage* simulation and Linda Martin Bilyeu the U.S. cookies. One or two parent volunteers assisted me during the simulation.

Mathematics / Science

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Mathematics

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Fraction Slate

Grades 4-9

Mathematics
Technology

More Information

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Martin Marietta Corporation

The Idea

***Fraction Slate* is an interactive computer program which helps students draw and manipulate fractions and mixed numbers.** At the student's typed request, the program draws, finds common denominators, and/or borrows. By using *Fraction Slate* as part of whole class or individual instruction, a teacher can help students gain a mental image of fraction concepts, an image which carries over to paper and pencil work.

Many students have never acquired fraction skills. Many others who can "process" fraction numerals on paper are unable to apply their "steps" skills to word problems. Students who use *Fraction Slate* go beyond memorizing steps. They see what it means to find a common denominator, when borrowing is needed and how it differs from borrowing in a place value system. Students then formulate their own steps when it comes time to transfer their skills to paper, and they are much more able to apply their fraction skills.

State Framework

Fraction concepts make up a small part of the Mathematics Framework in grades 4-8. However, competence in this area is difficult for many students to achieve, and so teachers often spend additional time on teaching fractions. *Fraction Slate* can help reduce the time needed for students to understand fractions, freeing time for other strands of the Framework.

The Students

In the last three years, over 500 Lompoc Valley Middle School students have used *Fraction Slate*. This number includes Special Day Class students, and students in above-grade-level classes. Some elementary classes at other schools in the district also use the program.

Materials and Facilities

The program works on all APPLE II computers. An LCD screen and overhead projector make *Fraction Slate* ideal for whole class instruction.

Outside Resources

No outside resources are required. *Fraction Slate* can generate its own problems for students to solve, or it can be used as a tool to help solve problems in textbooks or other sources.

Overall Value

After using *Fraction Slate* students can quickly transfer their competence from the computer to paper and pencil, and have the understanding to apply fractions to problem solving. Having a class where all students can do fractions allows the teacher to move on to other topics, and the students to feel good about an often frustrating area of mathematics.

The Staff

I have taught at the middle school level for the past nine years. I have developed several computer programs in mathematics, with some ideas having been previously published by IMPACT II.

Our World of Word Problems

The Idea

Students contribute their own word problems to a math class book and become more skilled with math, language arts, and the computer. Before beginning the activity, students read and solve word problems in class. Class lessons on writing word problems are then given. A teacher-developed chart of what word problems must include is in the classroom so students may refer to it when writing their problems. Each child practices writing a word problem daily and eventually types his/her best one on the computer. The printed problems are compiled into a book for each child and sent to the district office for printing. Using the completed books, we do a problem each day as a warm-up activity.

Traditionally, word problems are solved as they appear in math texts. In my years of teaching math, I have helped students struggle through solving word problems as they appear in the textbooks. I am finding that when I involve the children in drawing from their own experiences to compose their own problems, the problems are more meaningful, and more fun. The children are compelled to use higher level thinking skills as they process their ideas and write them down.

I have received many positive comments from parents and from my colleagues about this activity. The activity can be adapted easily and could become an ongoing process in all areas of math.

State Framework

The activity supports the Mathematics Framework recommendation for primary grades of interpreting and solving word problems and choosing appropriate operations in a given situation.
Students

For the past two years, 24-28 second graders of varying ability levels have participated in this kind of activity. The students have all experienced a high level of success with it.

Materials and Facilities

Most materials needed are readily available in all classrooms. Additional materials needed are book binding materials, appropriate computer software, and art supplies for illustrating student books and preparing teacher-made charts. Student books and information on these charts are available.

Outside Resources

Completed student pages are copied, collated and assembled into books by the Lompoc District's Printing Department.

Overall Value

This activity is designed to make writing and word problems fun and meaningful for the students. They feel pride and "ownership" in their learning when they see their own problems printed in a book. Students are eager for the class to get to their problems. Basic writing skills are enhanced by using keyboarding/word processing skills, and the activity engages the students in writing in the area of mathematics, where it is often not addressed. The teacher can give a specific skill for each word problem, e.g., fractions, borrowing, carrying, and multiplication.

The Staff

I taught in Michigan for two years and have completed 24 years in Lompoc teaching grades K-6, although mostly at second grade.

Grades 1-8

Mathematics
Language Arts
Technology

More Information

Barbara Hewitt
Buena Vista School
100 Aldebaran
Lompoc, CA 93436
(805) 733-1686

Don Civerolo, Principal
Lompoc Unified School
District

Business Partner

Exxon Company, U.S.A.

BEST COPY AVAILABLE

What is the Average Player Like?

Grades 3-8

Social Science
Language Arts
Mathematics

More Information

Julie Ann Davies

Los Berros School
3745 Via Lato
Lompoc, CA 93436
(805) 733-3511

James Swartz, Principal
Lompoc Unified School District

Business Partner

Celite Corporation

The Idea

If you ask most students to create the average player in a given sport, they will be responsive, for they are interested in sports figures. This idea, using sports cards, integrates math, geography and language arts activities. For example, with baseball the students work in cooperative learning groups and are given a team and the baseball cards from that team. Using the cards, the students compute the following to get the average player on that team: height, weight, age, RBI's, homeruns, batting average, ERA's. They display this information on a poster of the average player. Then they compare their average player with other teams and make hypotheses and predictions.

Information (birthdate, handedness, college attended) is also presented on various types of graphs (bar, circle, and line). Maps are used to locate the best area to have as a hometown and comparisons are then made between teams. Letters are written to the various teams with this information. Information from the local college and high schools may also be compared to that of professional athletes.

State Framework

The Mathematics Framework focuses on the application of skills. This idea shows the students applications and usages for averages, measurement, and computation. The calculator is also used and this is part of the technology aspect of the Framework. The History-Social Science Framework would like the students to use community skills and mapping skills in a variety of situations. The English-Language Arts Framework stresses "into, through and beyond." These are a good use of the beyond area. Critical thinking, which this idea encourages, is emphasized in all the frameworks.

The Students

This was developed with fifth grade GATE students but can be used with third to eighth graders. The students have a subject that is interesting to them and relates to the real world. They enjoy comparing people and teams. They also enjoy looking into the past and comparing the athletes of 10 or 20 years ago with those of today. The use of the calculator is also appropriate and enables the students to apply averaging even if they have difficulty in division.

Materials and Facilities

You can either purchase the cards and reuse them each year or have students bring in their own cards. Calculators are also a good idea.

Outside Resources

This activity is easily accomplished by the classroom teacher with no outside help. However, you may wish to ask athletes to speak to the students about related issues.

Overall Value

The students are using skills from math and social science. Both boys and girls are highly motivated and interested in the activity.

The Staff

Julie Davies has been a Mentor Teacher in math and social science, and is currently a Process Mentor. She has also been a participant in math and computer institutes. She has written and taught Activities Integrating Math and Science (AIMS). On the state level, she has worked as an Instructional Materials Evaluation Panelist for both math and social science. She has taught in the Lompoc Unified School District since 1970.

Take an Idea and go CREATIVE

1991
Adapter Grant
Application

Applying for an IMPACT II Adapter Grant

An Adapter is a teacher who takes curriculum idea(s) profiled in an IMPACT II catalog and creatively modifies it (them) to his/her own classroom situation. A maximum of 50, $200 Adapter Grants will be awarded. **In addition, six $200 John Greenleaf Whittier Adapter Awards for Teaching Ethics, Values and Character Education will be selected. (See page vii for criteria.)**

If you are interested in applying for an Adapter Grant, here is information to help you with the process:

1. You may adapt any idea(s) that has been published in any of the seven IMPACT II Catalogs. Check the Cumulative Subject Index (page 63) for a listing of all the ideas, and the Adapter Grant section for examples of previously funded adaptations of ideas. If your school's IMPACT II Liaison or principal does not have 1985-1991 catalogs, call Nancy Emerson (805) 964-4711, Ext. 229.

2. You may adapt an idea that was developed for your grade level/subject matter or explore how ideas from other grade levels/subjects can be used with your students. You can also combine two or more ideas, including a local idea + one from another IMPACT II program (information available from Nancy).

3. **If you received an IMPACT II Adapter or Disseminator Grant in 1990-91, you are not eligible for an Adapter Grant this year. You may not adapt the same idea more than one time.**

4. Central to the IMPACT II program is the belief that teachers have a great deal of value to share with each other. Therefore, IMPACT II requires that you contact the teacher(s) who developed the idea(s) before submitting your grant application. You can do this by:
   - **Attending the IMPACT II Curriculum Fair.**
   - Attending a workshop given by the teacher.
   - Talking to the teacher by phone or corresponding with him/her.
   - Visiting the teacher in her/his classroom.

   When you contact the teacher, he/she will send you written materials. The County Education AV Catalog lists videotapes of some IMPACT II ideas.

5. **Attend an IMPACT II Adapter Grantwriting Workshop.** Dates and locations are on flyer that accompanies catalog. Borrow the Adapter Grantwriting videotape from the County Education Office.

6. **All applications are due** in the County Education Office by its truck or postmarked no later than **Friday, November 15, 1991.**

7. The IMPACT II Advisory Council will read grant applications, without identifying information, and will score them on the following criteria:

   Instructional value of adaptation
   Creativeness of adaptation

   After applications have been selected for funding by the Advisory Council, one grant will be awarded to each district with an approved applicant. Any of these that are unused + additional grants will be awarded without consideration of the recipient's district.

1992 IMPACT II Disseminator Grants

Disseminator Grant applications will be distributed to each teacher beginning January 11, 1992 and the application deadline will be March 13, 1992. All applications are read by the IMPACT II Advisory Council with no identifying information. Members are given no applications from their own schools. Curriculum ideas are selected on the basis of merit with no limitations on the number of ideas that can be selected from a given school, district, grade level or subject. Disseminator Grantwriting workshops will be offered.

Please detach and return.

IMPACT II Adapter Grant Application

Please use the computer** (this form not required, use this format) **or type the application.

Postmark/County Truck Deadline: November 15, 1991

A. General Information

1. Applicant's Name ______________________________

2. School ______________________ 3. Home Phone ______________

4. Home Address ______________________________
City Zip

B. Adaptation Information and Implementation

1. Catalog Title of Curriculum Idea(s) Being Adapted ______________________

2. Disseminator Name(s) ______________________________

3. **Direct contact with the Disseminator(s) of the curriculum idea(s) you wish to adapt IS REQUIRED before a grant can be approved.**

I made contact via: ____Curriculum Fair/Workshop ____Telephone ____Letter ____Visit

4. State grade level(s), subjects, and number of students who will be involved in your adaptation:

K____ 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____ 11____ 12____

Subject and/or Special Student Group: ______________________________

Number of Students: ____________

5. When will (did) you being using this curriculum idea? Month______________________

6. What is the instructional value of this adaptation to your students? ______________________

____

____

____

7. What changes are you making in the original idea(s)? (e.g., student population, grade level, subject, deleted aspects, added aspects) ______________________________

____

____

____

____

____

You may add one additional page, if needed, to answer Questions 6 and 7.

8. What materials will you need to purchase to adapt this program in your class and approximately how much will they cost?

9. ***(For Whittier Grant applicants only)***

   How will your proposal help students learn ethical decisionmaking and responsible citizenship?

C. Staff and Resources

1. What other persons, if any, will be involved in using this idea? (teachers/specialists, para-professionals, parents, etc.)

2. What other resources does your school/district have to assist in adapting this idea? (e.g., equipment, instructional materials, community services)

3. May teachers or IMPACT II staff visit your class with prior approval? ____Yes ____No

D. Administrative Support *(To be completed by school principal)*

1. I support implementation of this program. ____Yes ____No

2. If the adaptation is successful, will you be able to fund its continuation as part of the regular school budget next year? ____Yes ____No

3. Comments

Applicant's Signature

Principal's Signature

District Administrator's Signature

The Green Thumb Lend-A-Plant Service

The Idea

***The Green Thumb Lend-A-Plant Service* is a program where students learn about science and personal responsibility by growing and maintaining small plants.** The plants are made available to the entire staff at Cabrillo High School to beautify and enhance the campus. Schedules are devised that allow our special education students to deliver and pick up the plants, which they continue to maintain through watering and fertilizing. Our plants may be found in many classrooms, offices, and the library. They are identified by small plant stakes bearing the GREEN THUMB logo.

Students take part in the program to the fullest extent of their abilities. Special adaptations are developed to help students make judgments so they do not overwater. Other students receive assistance in pushing the plant cart around campus. Students who function at a higher level learn to find the assigned classroom and other locations through maps or charts.

The program allows our special students to be viewed by the staff and students of the high school as capable and contributing members of the school community. For my students, this program provides training in the vocational and domestic areas of the functional skills curriculum. For other students it integrates well with science, math, language arts, and career education.

State Framework

The program supports the Science Framework by teaching students about plants and by increasing awareness of the importance of plants in our lives. Additional activities, such as journal writing, keeping records of plant growth and predicting future growth, could be developed to support both the English-Language Arts Framework and the Mathematics Framework.

The Students

Nine adolescents with severe/multiple handicapping conditions including mental retardation, autism, and orthopedic involvement have participated in the program.

Materials and Facilities

Small green house plants and attractive baskets are used. For students in regular classrooms, the program could be adapted to use plants grown from seed or cuttings, which would reduce the cost. Students could also bring a small plant from home. The plants could be donated at the end of the program to a local convalescent home or taken home by the students.

Outside Resources

Two of the students had off-campus jobs at a local nursery which tied in well with the program but were not essential. A field trip to a greenhouse or nursery would be an appropriate resource.

Overall Value

The program is highly adaptable to most classroom settings and can be expanded easily to include other curriculum areas such as art and social science.

The value for the students involved has been increased self-esteem as evidenced by improved behavior in and out of classroom settings and increased awareness of our students by the other staff on campus. We have received many very positive comments from teachers and administrators. Some have told us they are looking forward to the start of the program again.

The Staff

This is my seventh year as a Special Education teacher for the County Education Office. I have two instructional assistants who also work with my students. In 1989 I received a Teacher Excellence Grant (which enabled me to set up the plant program initialiy) and am currently in my second year as a Mentor Teacher.

Grades K-12

Integrated Learning
Science
Language
Self-Esteem
Career Education
Special Education

More Information

Polly Kirsch
Cabrillo High School
4350 Constellation Boulevard
Lompoc, CA 93436
(805) 733-4538

Dr. Debra Bradley, Principal

Dr. Audrey O'Neil, Assistant Superintendent
Santa Barbara County Education Office

Business Partner

John Greenleaf Whittier Award for Teaching Ethics, Values, and Character Educaation

Hold On to Science

Grades 1-12

Science
Mathematics
Language Arts

More Information

Julene Fenenga
Solvang Elementary School
565 Atterdag Road
Solvang, CA 93463
(805) 688-4810

Scott Purdy, Principal
Solvang School District

Business Partner

Los Potreros Ranch

The Idea

***Hold On to Science* is an interdisciplinary project that is designed to allow students experiences in dissecting kelp holdfasts. It also expands oceanography lessons through writing research reports and letters, introducing economics and integrating hands-on math skills into a creative, exciting, educational classroom activity.**

Small groups of students begin the activity by dissecting kelp holdfasts with their hands, and any other tools available. (A holdfast is the anchoring structure of this giant marine plant. It also functions as a nursery for many smaller sea creatures.) The students estimate sizes, survey and compare species found in the holdfasts and then measure the holdfasts. After examining, analyzing and recording their finds, the students share their results with the class in a "science convention." Hypotheses are presented about where these holdfasts came from, their depth, where they were found on the beach and reasons why they became beached. These become the basis for creative activities. Students complete the unit by writing to companies such as Kelco, which makes products from kelp. They also invite a diver and a fisherman as guest speakers.

The sense of discovery and the reporting of their findings to the class really turn kids onto the process of science. Students develop an appreciation for the variety and interconnectedness of marine life. Through research, letter writing and guest speakers, they also soon discover the importance of kelp to the coastal ecosystem and its economic value. This unit gives them a heightened awareness of the fragility of this precious ecosystem.

State Framework

These activities support the Science Framework's goals of thematic instruction in systems and energy. The English-Language Arts Framework recommends writing across the curriculum and using real life writing experiences.

The Students

Sixty third and fourth graders enthusiastically participated in this activity in 1990-91. This idea can easily be adapted to other age and achievement levels and works well with large or small groups.

Materials and Facilities

This project can be carried out in a normal classroom setting. Materials needed include the holdfasts and several resource books. The holdfasts need to be collected on the beach after high seas or a storm. Carpinteria, Goleta and Hendry's beaches are all good collecting sites for the holdfasts. They can be found on North County beaches, also. Teacher materials will be made available in which information regarding holdfast collection permits is included.

Outside Resources

No outside resources are required. Guest speakers interest the students.

Overall Value

Holdfasts and oceanography are fascinating and interesting subjects to all students. Bringing the sea and all its wonderful and mysterious creatures to the classroom allows students to actively acquaint themselves with the local marine environment. It involves all the students and motivates everyone by offering an adventurous learning experience. It is an exciting hands-on, brains-on science activity.

No one seems to forget this unit. I have often seen former students at the beach during the summer showing their parents and siblings, or other kids, the holdfasts and dissecting them right there on the beach in front of a crowd of interested people. That always brings a smile.

The Staff

I have taught six years in the Solvang School district and have received CTIIP, IMPACT II, and Mentor Grants.

James and the Classroom Critters

The Idea

James and the Classroom Critters **is an integrated science, language arts, art unit which brings live arthropod examples of Ronald Dahl's *James and the Giant Peach* characters into the classroom for observation.** The activities are grouped according to story character: Old-Green Grasshopper, The Ladybug, The Glowworm, the Silkworm, The Earthworm, Miss Spider, and The Centipede. As students engage in actual life science investigations while reading this favorite core literature selection, the extraordinary characters are brought to life, and science and literature are one. Writing activities are a natural extension of the animal observations and reading selections.

The unit is best taught in the springtime when most of the animals are available, but it can be adapted as a year-long project. For example, in the Silkworm section students learn about metamorphosis and the history of silk production, and work with actual silkworms — from eggs to cocoons to spinning silk from the cocoons.

Students are highly motivated to care for and learn about the animals. Higher-order thinking is emphasized as they compare and contrast the animals, analyze data from observations, recognize and predict patterns in anatomy, life cycles, and habitats, and relate the real-life arthropods to their fictionalized counterparts. Responsibility for care of the the classroom critters promotes positive attitudes and high self-esteem among students.

State Frameworks

The meaning-centered use of literature integrated across the curriculum supports the English-Language Arts Framework. The hands-on biological science activities with animals emphasize use of process skills related to learners' developmental stages as explained in the Science Framework Addendum.

The Students

The unit has been used with third and fourth graders, who were monolingual, bilingual, limited English proficient, mainstreamed special education, and GATE students. The hands-on activities can be easily adapted to meet the special needs of any students.

Materials and Facilities

Habitats are created from readily accessible materials. Class sets in English and Spanish of *James and the Giant Peach* are available from your district instructional media centers or the County Education Office. Detailed teacher materials are available. They include a bibliography of related books, finding and purchasing the animals and biological supplies, and information about how to keep live specimens in the classroom.

Outside Resources

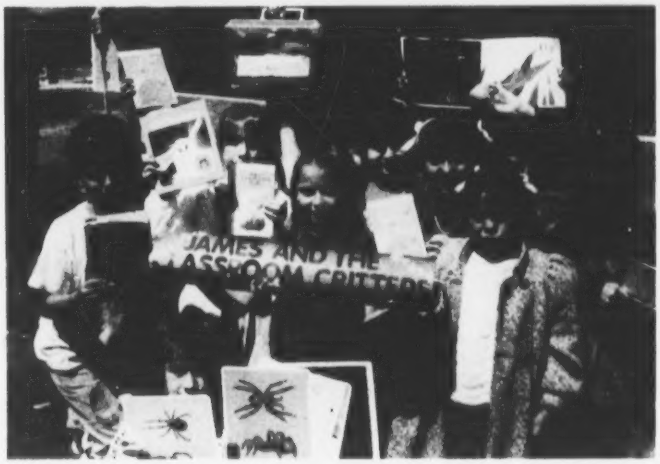
Local arthropod experts (e.g., from the university/community college) could visit the class.

Overall Value

The unit ideas are extremely motivational. Parents and students have especially enjoyed learning about the metamorphosis of the silkworms which have been on display with related writing and art activites at spring open houses and science fairs. The unit is a natural integration of science and language arts.

The Staff

I have taught grades 2-4 in the Santa Maria-Bonita School District since 1986. I hold a Master's Degree in Curriculum and Instruction, have worked as a peer coach for the Coaching Institute for Cooperative Learning, and have been an IMPACT II Adapter. My professional development has included participation in the South Coast Writing Project and the Central Coast Math Project.



Grades 2-6

Integrated Learning
Science
Language Arts
Art

More Information

Janelle Farris
Oakley School
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(805) 928-1783, ext. 298

Henry M. Grennan, Principal
Santa Maria-Bonita School District

Business Partner

Arco Foundation

Machine Expo

Grades 3-6

Science

More Information

Carolyn Miles Shupe
Mountain View School
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Santa Barbara, CA 93111
(805) 681-1284

Jo Anne Young, Principal
Goleta Union School District

Business Partner

Applied Magnetics Corporation

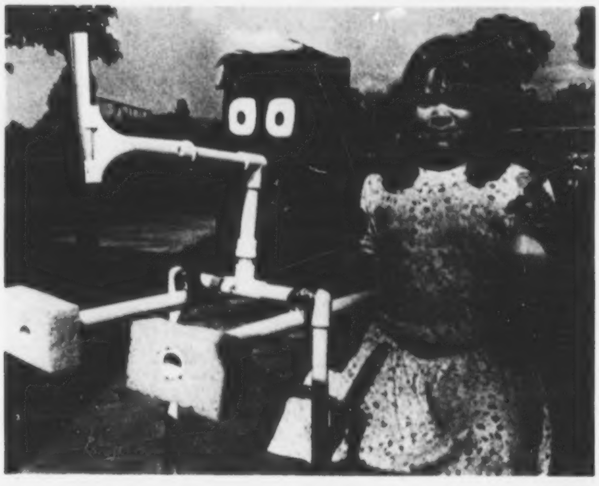
The Idea

Through *Machine Expo*, students have a hands-on experience in science creativity and demonstrate to peers and parents the use of a machine they have invented.

In science, the students examine and use simple machines to learn about levers, wedges, pulleys, inclined planes, screws, and ramps. Then the students are given a diagram of a Rube Goldberg-style machine and asked to label the machine, pointing out ramps, pulleys, wedges, etc. To teach about designing machines, stimulate thinking and give practice in identifying machine parts, each student designs a machine on paper or computer that will do a simple job in a complicated way. It is labeled, and shared in cooperative groups. The entire class then participates in building one machine under the direction of the teacher, usually a Rube Goldberg pet feeder.

Finally the project of designing and building an original machine is assigned each student for homework (or during activity time). The goal is for students to develop their own machine ideas, though parents may assist. The spring date of the Machine Expo is set and we advertise the event to the school and parents through computer-written invitations. On the day of the Expo, each inventor demonstrates his/her machine to students from other classes.

This activity strengthens knowledge of how and why things work as students learn and then use information about levers. wedges, pulleys, and ramps. This activity connects the information learned in the classroom to the real world. Students and parents are enthusiastic and invite neighbors and grandparents to the Expo.



The Students

Sixty third graders participated in 1990-91, including special education students. I have used this activity with third grade students for the past three years. Last year we had the Cub Scouts adopt this as their project and they contributed an amazing Cub Scout Machine Band to the Expo.

State Framworks

In the new Science Framework, this activity comes under the theme of Energy, with a subtitle of How Things Work. *Machine Expo* follows the recommendation of providing hands-on lessons and also serves as an assessment for the machine unit. This framework recommends, under Incorporating Themes, "in teaching the primary grades, teachers can best build the foundation for science education by (1) instilling in students the joy of science through enjoyable, expanding activities and experiences."

Materials and Facilities

Most science books have a unit on machines. I use Heath Science Series along with the book, *How and Why Things Work*. Teachers can send home a list of materials needed for students to experiment with: empty tubes, wheels, buttons, string, tinker toys, spools, scraps of wood, etc. Teacher materials with diagrams are available.

Outside Resources

School district science consultants and/or parents or other community members who are scientists/inventors can demonstrate machines. The PTA can help gather materials and demonstrate various types of machines.

Overall Value

Machine Expo builds self-esteem for both boys and girls at an early age through original work in the field of science. Students get excited about science and gain confidence that they can succeed in a scientific area often overlooked or neglected — the chance to be creative. As California moves toward the use of hands-on activities for assessment, *Machine Expo* will be even more valuable.

The Staff

I am a fellow in the South Coast Science Project at UCSB and have taught for 23 years in the Goleta School District. I was a Mentor Teacher with a thinking skills project in 1988-89, and an IMPACT II Disseminator in 1987.

Newton's Apple

The Idea

***Newton's Apple* is a classroom laboratory of hands-on science activities which demonstrate the laws of motion developed by Issac Newton.** Eight separate scientific experiments, including a room length balloon shoot, tracking marbles, and projecting soda pop cans, are used in this unit.

The students first study Newton's three laws of motion, including related math. Each student takes home one of the eight experiments, which illustrates these laws, performs the experiments, records findings and conclusions. Parental help is encouraged. Each student then performs the experiment in front of the class and shares his or her discoveries. The class records each experiment in a science lab logbook as the demonstration is being presented. As a culminating activity, the class celebrates a Newton Awareness Day. At this time all the motion experiments are set up around the classroom for the students to do.

Involving parents with their children's work at home on these scientific experiments is most beneficial. Sharing their discoveries with their classmates enables the students to transfer the learning and enthusiasm about science they have experienced at home. Conducting the scientific experiments on Newton's Day gets all students involved in cooperative learning. This program provides hands-on science activities which involve observation, inference and estimation and which enable students to evaluate of both knowledge and process.

State Framework

The Science Framework recommends the teaching of Force and Motion as part of the Physical Science content. The questions to be answered through the new science curriculum are: "What is motion? What are some basic kinds of motions? How is motion described? What is force? What is the relationship of force to motion?" *Newton's Apple* guides the students to discover the answers to these questions through their own experiments. This idea also integrates the framework themes of patterns of change, systems and interactions.

The Students

This idea has been used with the students in grades 4-6 for two years. Students of varied ability levels have been successful in completing these experiments and in applying Newton's laws of motion to their observations. It can be adapted for older students.
Materials and Facilities

This project requires simple and inexpensive materials such as: marbles, balloons, straws, string, metal washers, and rulers, which are placed in "experiment" boxes for home use. Teacher materials will be provided. This project can be carried out in a normal classroom setting.

Outside Resources

This project can be accomplished with assistance from parents. It would be beneficial to plan a field trip to UCSB Physics Lab, or to have guest speakers such as physics students from local colleges come to speak to the class and show other motion experiments.

Overall Value

The enjoyment of doing science is shared with parents and classmates through this *Newton's Apple* program. The science concepts of force and motion are related to everyday experiences and are introduced in language with which the students are familiar. The simple "hands-on" experiments teach students the process of science in an engaging, cooperative learning setting.

The Staff

I have taught for 14 years, including eight as a GATE teacher and currently teach fourth grade. I have been a Mentor Teacher, a Master Teacher, and consultant for several districts in the area of teaching the gifted.

Grades 3-8

Science
Language Arts
Mathematics

More Information

Eunice Paloutzian

Monroe School
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Stan Zaletel, Principal
Santa Barbara School District

Business Partner

McDonald's Restaurants

The Rainforest Comes Alive!

Grades 1-3

Integrated Learning
Language Arts
Science
Art
Mathematics

More Information

Deede Amescua
Crestview Elementary School
Utah Ave., VAFB, CA 93437
(805) 734-2896

Daniel Callahan, Principal
Lompoc Unified School District

Business Partner

Mid-State Bank

The Idea

***The Rainforest Comes Alive!* utilizes the excitement and wonder of a tropical rainforest to teach reading, writing, art, geography and math.** The classroom is transformed into a rainforest!

The unit is taught for approximately four weeks. During this time students become more acquainted with the biological, geographical and ecological aspects of a rainforest. They develop an appreciation for its unique plants, animals, environmental importance and aesthetic value.

As the unit progresses, the classroom becomes a rainforest. Students construct a ceiling-high canopy of trees, butterflies, flowers, animals and insects of the rainforest. A buffet of tropical fruits is prepared to bring the tastes of the forest alive.

Activities such as writing in journals, painting, creating posters of the rainforest, drawing tropical birds and animals, and writing legends are extensions of the rainforest literature that the class reads. Children also write letters to receive more information about the rainforests. Each child receives a class book which contains stories written by their classmates about the rainforest.

Terrariums are put together in large glass jars, to show the oxygen-carbon dioxide exchange between plants and animals. Children add insects to their terrariums, and observe their "mini-ecosystem" throughout the four weeks.

Math activities include the concept of symmetry taught by looking at and making butterflies. Students also write and read math story problems related to the rainforest.

The culminating activity is a trip to the Santa Barbara Zoo to observe a living rainforest habitat.

State Frameworks

This unit supports the Science Framework by integrating activity based science. It reflects the English-Language Arts Framework's emphasis on integrating with other areas of study.

The Students

Twenty-eight first grade students participated in 1990-1991.

Materials and Facilities

The rainforest can be constructed with materials available in most classrooms. Students supply stuffed animal toys that they already have at home and bring in fruits for the tropical rainforest feast.

Lesson plans are available from me to cover the four week period. Literature books include *The Great Kapok Tree*, *Rainforest*, *The Elephants Child*, and *Where the Forest Meets the Sea*. Resource books include *Rand McNally Children's World Atlas*, *Rainforest Secrets* and *Pablo Picasso*.

Outside Resources

No outside resources are required.

Overall Value

Participation in *The Rainforest Comes Alive!* develops environmental awareness and appreciation in children. It encourages art and writing, and broadens the range of topics students choose to draw and write about. The enthusiasm of the students is very high.

The Staff

I Have taught first grade for two years at Crestview. This is my first year using *The Rainforest Comes Alive!* It can be implemented without assistance.

TreeKids

The Idea

***TreeKids* gives students the opportunity to improve their environment and their knowledge of language arts and science through a series of group and individual activities culminating in the planting of trees on their campus.** Integrated language arts and science projects, cooperative learning activities and homework assignments all reinforce the importance of trees to a healthy environment.

Whole class language arts activities include recitation of such poems as Joyce Kilmer's "Trees," composition of original poems and stories focusing on trees, charts following the sequence of events in *An Oak Tree Dies and a Journey Begins*, and cooperative learning groups analyzing *The Lorax*. Integrated science activities involve tree growth charts, leaf specimen collections, and guest speakers who are forestry and environmental experts. Biographical sketches and skits retelling the life and times of Johnny Appleseed are included.

The learning activities all come together in the planting of a tree. The importance of recycling to save trees and other natural resources is brought to the fore when students collect aluminum cans at home, then bring them to school on collection day. A class walk to a nearby nursery to purchase drought resistant trees with the recycling money ties all aspects of the unit together. The culminating activity is the planting of the tree(s) on campus during an Arbor Day ceremony where students read original poetry and take photos of the events.

State Framework

The English-Language Arts and Science Frameworks stress an integrated approach to learning, where skills are taught in the context of meaningful, timely activities. Interactions with scientists and technicians as well as field trips are encouraged.

The Students

Thirty third graders participated in this program during February and March 1990-91. The idea has been used for several years with various grades.

Materials and Facilities

This program is suitable for any elementary classroom. Support literature was found in the Houghton-Mifflin third grade language arts text and the school library. A camera is needed to record the Arbor Day ceremony, with notice given to the media for possible coverage.

Outside Resources

A nearby nursery willing to give students a tour of its grounds is a definite asset. Aluminum cans are taken to a recycling center by a parent volunteer for redemption.

Overall Value

Students get tremendous satisfaction in watching their trees grow and beautify their environment, knowing they are responsible for creating a real community asset. Through literature and science activities, they see firsthand humankind's fascination with growing things. The children's families get involved in the project by contributing cans and participating in various science homework assignments. The classroom environment comes alive with pictures and charts of trees and their environment.The participation of the school principal and the media in the tree planting event underscores the importance of trees to a healthy world.

The Staff

I have taught primary and upper grade classes, as well as special day classes, in the Orcutt Union School District for 20 years.

Grades K-6

Integrated Learning
Language Arts
Science

More Information

Suzanne Hajnik
May Grisham School
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Orcutt, CA 93455
(805) 937-6131

Grant Halley, Principal
Orcutt Union School District

Business Partner

Arco Foundation

Y.E.S.! Young Earth Savers

Grades K-6

Integrated Learning
Social Science
Science
Mathematics
Language Arts

More Information

Julie Smillie

Ralph Dunlap School
1220 Oak Knoll Road
Santa Maria, CA 93455
(805) 937-8653

Tony Brancato, Principal
Orcutt Union School District

Business Partner

John Greenleaf Whittier Award for Teaching of Ethics, Values and Character Education

The Idea

***Y.E.S.!* uses literature and related school and home assignments to teach students to become recyclers and environmentally responsible citizens.** It recognizes and rewards them for completing easy, environmental activites.

Where available, literature (see Materials and Facilities) is used to introduce the ecology lessons that make up this unit: Litter Lookers, Responsible Recyclers, Save a Tree, Energy Detectives, Water Watchers, Smart Shoppers, We Can Make A Difference, It's Their World, Too. For example, in Responsible Recyclers, Just a Dream begins the lesson. Then students draw pictures of how the world would look without and with recycling. Students learn how to recycle, do a recycling survey at home and recycle one new kind of item. Students become avid recyclers, often instructing parents on what is and what is not recyclable.

As students complete at-home or school activities involving recycling, saving natural resources, and reusing materials, they become eligible for membership in the Young Earth Saver's Club. Being a member is exciting and extremely motivating. It entitles children to wear the Earth Day T-shirt, to receive certificates, to share what they are doing to help our planet, and to have their pictures taken with the principal.

This unit is taught throughout the year. I select one student a week, who has completed the activities, at random so that during the year each child will have a chance to become a member of Y.E.S.!

State Framework

These activities encompass the following strands of the History-Social Science Framework: critical literacy, economic literacy, civic values, rights and responsibilities, participation skills, and sociopolitical literacy. This program encourages students to reflect on individual responsibility and to become socially responsible citizens.

The Students

Twenty-seven first graders participated in the activities and every student was recycling by January 1991. The entire school became involved in the paper recycling as a direct result of this program. These activities can be used at any grade level.

Materials and Facilities

A polaroid camera, a T-shirt with an environmental idea, and a few quality literature books found in most libraries (titles available in teacher materials packet) are needed. Lesson plans and other teacher materials are also available.

Outside Resources

The principal needs to be willing to have his/her picture taken with the students. In the North County, Valley Recycling will teach children about recycling and the Vocational Training Center will help set up paper recycling at your school site. In the South County, contact Community Environmental Council and Santa Barbara County, Solid Waste Management Division, which have education programs.

The Staff

I have been a classroom teacher for 12 years. I am actively involved with environmental issues and help organize an environmental workshop for teachers.

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Self-Esteem / Visual and Performing Arts / Other

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I Am Terrific

The Idea

***I Am Terrific* combines a variety of reading, writing, art and oral language activities to develop student self-esteem and oral language skills.** This idea is designed for children in a communicatively handicapped class but can be adapted easily to any primary or intermediate regular classroom.

To develop a positive self-image, stories such as *Tacky, the Penguin* are read that portray characters who are valued as individuals. Time is spent after each story, sharing ideas and relating the concepts to the children. In addition, the children discuss and complete the following projects about themselves to share and display in the classroom: (1) life-size papier-mache dolls; (2) "I'm Terrific" worksheets; (3) "Mirror Books" that begin, "When I look in the mirror, I see someone who . . . ."; (4) superstar mobiles; (5) shadow images with written clues for others to guess the shadows' identities.

To foster positive interactions with family and friends, the children read and discuss stories such as Dogger. Other activities include: family portraits; pop-up books describing each family member's interests; letters to parents that begin "You make me happy when you . . . ."; and "My Family at School" banners describing and illustrating exciting times with friends at school.

Parents are encouraged to be a part of this in several ways. They are invited to attend the spring Open House, where writing and art projects are displayed. They are asked to write letters to the children commenting on the projects displayed at Open House. They are invited to school to share something about their child and/or family. Examples of parent presentations are: sharing family pictures, pets, and treasures; reading a favorite story; and guiding the children through a favorite family activity or hobby.

State Framework

I Am Terrific supports the English/Language Arts Framework through integration of reading, writing, listening and speaking in the students' activities.

The Students

Fourteen students in a class for children with communication handicaps participated in these activities during the 1990-91 school year. Their ages ranged from 5 to 11 years.

Materials and Facilities

The necessary materials are available in most classrooms or may be purchased at minimal expense.

Outside Resources

Parent participation is very beneficial.

Overall Value

Children love to talk about themselves and their families. This is a way to focus that enthusiasm and enhance the children's self-concepts while setting the stage for positive family interactions. Parents commented on the positive feelings in the classroom and the excitement of the children when they share their projects. The principal said, "This is one of the most positive ideas for building student self-esteem I have ever seen."

The Staff

I have taught special education in the Orcutt School District for eight years. I served on the North County Language Arts Task Force to develop core literature units.

Grades K-6

Self-Esteem
Integrated Learning
Special Education

More Information

Janet Bertoldi

Joe Nightingale School
255 Winter Road
Santa Maria, CA 93455
(805) 937-2511

Pat Eggleton, Principal
Orcutt Union School District

Business Partner

GTE - California

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Welcome to the Cub Club

Grades K-3

Self-Esteem
Social Science
Science
Language Arts
Art

More Information

Linda K. Mills

Los Padres School
Mountain View Blvd.
Vandenberg AFB, CA
93437
(805) 734-2524

Susan Lyon, Principal
Lompoc Unified School District

Business Partner

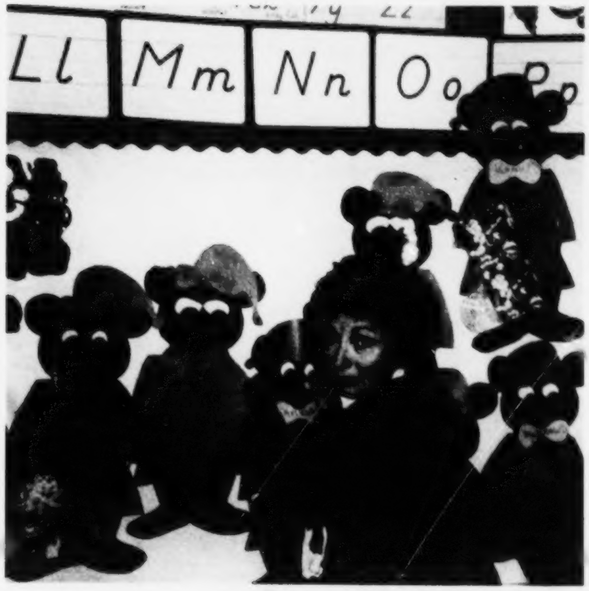
Taco Bell of Buellton, Goleta, Lompoc, and Santa Barbara

The Idea

***Welcome to the Cub Club* uses the classroom club concept to create a sense of community and cooperativeness, build self-esteem and inclusion.** In addition, year-long self expression activities using personalized bear figures help students learn about and value each other as individuals.

Each child in the class is a member of our Cub Club and participates in the daily community circle. New students entering the classroom are initiated into the club by being presented with their individualized paper cubs which are displayed on a bulletin board with the others. Each student takes turns giving an appreciation or welcome greeting to the new student in the community circle.

Throughout the year children are assigned, as homework, different ways to dress their bulletin board cubs. For example, at the beginning of the year each child is given a white paper T-shirt to decorate for his/her bear. They decorate the shirts with pictures, awards, life highlights that describe themselves and their interests. The children orally share their shirts in community circle, then the shirts are displayed on their paper bears. Another bear dressing project takes place when the class studies "what I want to be" (careers) in social science. Each child dresses his/her cub for work in the clothing they would wear to work when they grow up - again sharing their bear's clothing and what they want to be in community circle.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State Framework

These activities support the various state frameworks' goals of integrating curriculum through thematic instruction. Language arts, science, social science, and visual arts, have all been integrated in club activities.

The Students

Twenty-five first grade students participated in the Cub Club during 1990-91. Children developed a sense of belonging which resulted in a positive classroom climate, higher academic achievement and a greater inclination towards working cooperatively. The children's higher level of confidence increased their oral and written language skills.

Materials and Facilities

The activities may be done in any primary classroom using readily available materials. A permanent bulletin board space is needed to display the paper cubs, which are approximately 22 inches high. Detailed information about this idea in available

Outside Resources

No outside resources are required.

Overall Value

The program is a great compliment to whole language integrated instruction. It is a great help in building a positive cooperative classroom climate. It enhances home/school parent involvement through self-esteem homework assignments, in which children interact and communicate their feelings and preferences to their parents.

The club concept is easily adaptable to any mascot or theme and may be modified in many ways to accommodate many subjects and content areas.

The Staff

I am a first grade teacher at Los Padres School on Vandenberg A.F.B. This is the first year I have used the *Welcome to the Cub Club*. The community circle idea used in this program is a modification of the circle used in the TRIBES program.

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Music Box

The Idea

***Music Box* stimulates student interest in classical music through home listening and participation activities that reinforce classroom learning.** In class, we do a lot of listening to classical music. We talk about feelings and express our emotional responses to the music through drawing. At times, the music is played in the background during regular class time. Through booklets and pictures, students are introduced to the lives of the composers whose music is heard in class and at home. They learn about rhythm patterns and clap patterns modeled by the teacher. Other activities include learning to read and notate music, singing, and playing the recorder. In June, we graph the activities that were most enjoyed by the students. Also at that time, we graph the musical selection that was most enjoyed.

The music box itself is a small plastic carrying case that goes home with each child in the classroom for three days. It contains the following activities: two booklets about famous composers - Bach and Mozart; a commercially prepared "listen and find the instruments" game; "Composers Concentration" game; a tape of classical music for bedtime listening, which includes Bach and Mozart; paper to draw a picture while listening to a music selection; a xylophone and color-coded songbook (the most popular part!); and music paper for writing their own compositions. I have found that the *Music Box* is a good follow-up to the music appreciation and skills I teach in class. The students are excited about being able to take the Music Box home with them.

State Framework

The Visual and Performing Arts Framework states that the purpose of music education is "to develop aesthetic sensitivity to music in children, that is, to heighten the quality and impact of their musical experiences." It also states that the following areas of music education are necessary for the development of a child's musical knowledge: pitch, rhythm, harmony, form, texture, tempo, dynamics and timbre. In addition, essential musical growth skills are auditory skills, reading and writing music, singing, playing of musical instruments and body movement.

The Students

Each of 30 second grade students took home the Music Box during 1990-91.

Materials and Facilities

The materials in the Music Box are listed above. More detailed information is available.

Outside Resources

A district music teacher or community music teacher can help you set up your Music Box.

Overall Value

Music is such a worthwhile subject for children to experience but often teachers feel that they can't or aren't qualified to teach it. Using this idea will help hesitant teachers teach music. *Music Box* adds important enrichment and children enjoy participating in music activities at home, which involve them in the creative arts. Since many children may not have access to musical instruments in their homes, the Music Box can be a very important link with the creative musical arts.

The Staff

I have been teaching grades K-5 for 22 years. I was a recipient of an IMPACT II grant in 1989. I have used the idea of the *Music Box* for one year in my classroom. While attending a Reading Conference, a session leader had the idea of a "Reading Box." I adapted the *Music Box* from her idea.

Grades K-6

Music
Art

More Information

Marvin Stilliens
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Grant Halley, Principal
Orcutt Union School District

Business Partner

Renfrow Auto Center

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A New Face on THE MASK

Grades 4-12

Art
Social Science

More Information

Michael Polino
Lompoc High School (Retired)
Contact Nancy Emerson, IMPACT II

Ed Albright, Principal
Lompoc Unified School District

Business Partner

Lompoc Lumber Company

The Idea

When the art teacher is searching for an expressive, experiential activity, the junk-mask project is ideal. Experimenting with form, color, and texture, experiencing the element of surprise, and witnessing the metamorphosis from "throw aways" to the finished character are all exhilarating experiences. It is interesting to observe how the ethnic qualities of the artists emerge in the finished product.

After viewing a filmed overview on the history of masks, students progress through such stages as initial drawings, enlargement of the design, and transfer to a hard surface. Complete lesson plans of the twelve-step project are available from me on request, together with a list of suggested materials and tools. I allow from three to four weeks for completion. Teachers may determine the time frame based on individual differences and student interest level.

State Framework

This activity supports the Visual and Performing Arts Framework: Component One: Aesthetic Perception — Visual and Tactile, and Component Three: Visual Arts Heritage — Historical and Cultural. The project is geared to Level II, the intermediate stage of learning.

The Students

One hundred students participated in this project in the fall semester of the 1990-1991 school year, grades 9-12, in Basic Art and Art Exploration courses.

Materials and Facilities

The standard art room is ideal; however, any classroom can easily become a studio. Corrugated cardboard boxes, paper towel tubes, sand, nails, and toothpicks are examples of "throw away" materials.
Outside Resources

Filmstrip: "The Mask" (available from Educational Dimensions); *Crafts Design*, Spencer Mosley et. al., Wadsworth Publishing Company, Belmont, California.

Overall Value

This low-budget project will provide students with the concept that art reflects, records, and shapes history and plays a role in every culture. It also provides a fantasy trip in the creative world of "anything goes." It encourages students to recycle all kinds of things. The construction demonstrations and displays of these masks have brought exaltation from art coordinators, mentor and classroom teachers, administrators, and parents.

The Staff

I taught Art, Grades 7-12, in the Lompoc Unified School District for 28 years. My assignments covered a broad curriculum in the visual arts. I served as Art Department chairperson for the past 15 years. I currently serve on the Lompoc Library Art Advisory Committee. I am an active member of the Los Angeles County Museum of Art. My students' work on this project has been shown in competitions, both county and statewide, taking first place award in sculpture in the 1988 All High School Exhibit at Allan Hancock College. Additionally, a selection of masks was presented at the state level in Sacramento.

1990-91 Adapter Grants

Take an Idea and go CREATIVE

See Subject Index on page 63 for information regarding catalog in which Disseminator ideas were originally published.

Ability Awareness

Disseminators: *Mary Gibson* and *Maura Kennedy*

Adapter

❦ *Sue Briody*
Cabrillo High, Santa Maria High School District

Business Partner: Skyway Engineering

Adaptation: Deaf high school students went to elementary schools' primary classes to raise awareness and help students feel comfortable with deaf people.

Academy Awards for Books

Disseminator: *Linda Martin Bilyeu*

Adapter

❦ *Lisa Maglione-Fulco*
Peabody, Santa Barbara School District

Business Partner: Santa Barbara Bank & Trust

Adaptation: Spanish speaking students selected favorite Spanish language poems from their personal poetry books and gave videotaped readings. (Grade 1)

Alphabet Stew

Disseminators: *Mary Brooks* and *Laurie Lane*

Adapter

❦ *Deede Amescua*
Crestview, Lompoc Unified School District

Business Partner: Lockheed Space Operations Company

Adaptation: Used weekly animals studied in all subject areas as vehicle for teaching phonics. (Grade 1)

Archeological Dig

Disseminator: *Carol Norrander*

Adapter

❦ *Marilee Bringley*
Ballard, Ballard School District

Business Partner: El Rancho Market

Adaptation: Tied together archeology and ecology. (Grade 2)

Bernard, the Traveling Bear

Disseminator: *Marvin Stilliens*

Adapters

❦ *Marty Cavenagh*
Crestview, Lompoc Unified School District

Business Partner: Air Force Association, Robert H. Goddard Chapter

Adaptation: "Cubby Bear" was class mascot as well as a home visitor. Students learned about his and other ani-mals' habitats as part of yearlong house-ecology theme. (Grade K)

1990-91 Adapter Grants

- *Aline Shapiro*
  Peabody, Santa Barbara School District

  Business Partner: Amber Engineering

  Adaptation: Combined "Bernard" with "What's New at the Zoo?" to study endangered species and do home ecology activities. (Grade 3)

- *Diane Zemanovic*
  Crestview, Lompoc Unified School District

  Business Partner: Taco Bell of Buellton, Goleta, Lompoc and Santa Barbara

  Adaptation: Combined "Bernard" with "My Flipped Out Family." Literature books with related puppets or dolls went home with students, while they made flip books about literature characters in class. (Grades 2-3)

Brain Game

Disseminator: *Susan Eveler*

Adapter

- *Linda Heller*
  Righetti High, Santa Maria Joint Union High School District

  Business Partner: Consultants West Financial Service, Inc.

  Adaptation: Special education students used resources outside the classroom to individually solve weekly mystery questions.

Character Letters

Disseminator: *Judith Dunn*

Adapter

- *Debra Ugalde*
  Adam, Santa Maria-Bonita School District

  Business Partner: General Dynamics, Space System Division

  Adaptation: Students read Spanish and English literature before writing letters to characters. Students become the book characters at a year-end "Character Tea Party." (Grade 4)

Classroom Interest Bibliography

Disseminator: *Joan Hahn*

Adapter

- *Judith Miller*
  Peabody, Santa Barbara School District

  Business Partner: The Bank of Montecito

  Adaptation: Used classification and annotation of books read to teach students how to use a computer database. (Grade 5)

Cookies around the World

It's A Small World After All

Disseminators: *Carol Georgi* and *Anna Dinter*

Adapter

- *Janet Hedelius*
  Delta High, Santa Maria Joint Union High School District

  Business Partner: Arco Foundation

  Adaptation: Used holidays around the world to teach geography and culture to continuation secondary students.

In the Bonds

Disseminator: *James Billig*

Adapter

- *Joan Cotich*
  San Marcos High, Santa Barbara High School District

  Business Partner: Hendry Telephone Products

  Adaptation: Adapted chemical bonding manipulatives to help ESL students learn grammar.

Mailbox

Disseminator: *Ellen Schwartz*

Adapter

- *Bill Carlsen*
  Miguelito, Lompoc Unified School District

  Business Partner: Domino's Pizza

  Adaptation: Used written communication between students to build self-esteem and resolve conflicts. (Grade 4)

Manipulatives in Geometry

Disseminator: *Tony Zaharias*

Adapter

- *James Rossi*
  Lompoc High, Lompoc Unified School District

  Business Partner: Martin Marietta Corporation

  Adaptation: Used geometry manipulatives to reinforce concepts needed in drafting before students constructed a geometric Christmas ornament.

My Art Gallery

Disseminator: *Karen Lindquist*

Adapters

- *Kathryn Fitzgerald*
  Oakley, Santa Maria-Bonita School District

  Business Partner: Hall, Hurley, Deutsch, Architects

  Adaptation: Students role play an art auction to reinforce math and critical thinking skills. (Grade 5)

- *Steve Shelton*
  El Puente Community School (Goleta)
  County Education Office

  Business Partner: Sovereign Life Insurance/Chubb Life America

  Adaptation: Secondary students read artist interviews and journals as background for their own journals with visual and written sketches of artists and their works. Student art works interpreting artists are displayed for rest of school.

- *Lee Tunila*
  Nightingale, Orcutt School District

  Business Partner: J.A. Morello Construction Company

  Adaptation: Students did personal journals about artists, developed portfolios of their art works interpreting artists, integrated math and social science through artist timelines.

Parents' Reading Club

Disseminator: *Mary Sarar*

Adapter

- *Marilyn Tate*
  Los Berros, Lompoc Unified School District

  Business Partner: Embassy Suites

  Adaptation: Parents read to students at home and also in class, where they were interviewed. (Grade 3)

Passing Notes

Disseminator: *Karen Porter*

Adapters

- *JoAnn Alberghini*
  Lakeview Junior High, Orcutt Union School District

  Business Partner: Union Oil Company of California

  Adaptation: Used note writing in a historical context for cultures around the world.

- *Joanna Harris*
  El Camino Junior High, Santa Maria-Bonita School District

  Business Partner: Pacific Gas & Electric Company

  Adaptation: Combined with "Getting to Know You" to develop a writing buddy system with interviews and reports for a Class Yearbook. (ESL)

- *Carolyn Looney*
  Cabrillo High, Lompoc Unified School District

  Business Partner: Lompoc Transit Mix

Adaptation: Students wrote notes in Spanish before reading them as if on the radio.

Personalized Story Charts

Disseminator: *Beatrice Powers*

Adapter

- *Helen Rose*
  Battles, Santa Maria-Bonita School District

Business Partner: Lucas Aviation

Adaptation: Class interviewed "Student of the Week" to develop a chart story to which student comments were added for use on the bulletin board. (Grades 1-3)

Pixie Puppet Bookmarks

Disseminator: *Joan Hahn*

Adapter

- *Renie Coffelt*
  Los Padres, Lompoc Unified School District

Business Partner: ERA Hunter Realty

Adaptation: As cross-age activity, students constructed finger puppets to go with memorized stories which are told to kindergarten pupils and to their own families. (Reading Specialist)

Racing to Read

Disseminator: *Roberta Hough*

Adapters

- *Rhonda Luter*
  Buena Vista, Lompoc Unified School District

Business Partner: Quintron Systems

Adaptation: Students read books (by responsive authors) which provided a story with a course for them to follow before writing letters to an author. (Grades 4-5)

- *Ann Webb*
  Mary Buren, Guadalupe Union School District

Business Partner: Exxon Company, U.S.A.

Adaptation: Students read books about California as they raced around the California map. (Grade 4)

Running the Oregon Trail

Disseminator: *Ellie Logan*

Adapter

- *Toni Schinnerer*
  La Patera, Goleta Union School District

Business Partner: Lloyd and Kendall Mills

Adaptation: Combined fifth/sixth class studied pioneers in Oregon or people on the trail in Egypt as they learn history, ecology, nutrition and physical fitness before recreating historical travels on a local trail.

Shadow Theatre

Disseminator: *Virginia Kern*

Adapter

- *Carol Bantz*
  Tunnell, Santa Maria-Bonita School District

Business Partner: Den-Mat Corporation

Adaptation: Used shadow theatre as culminating activity for study of Egypt. (Grade 6)

Them Bones, Them Bones, My Bones

Disseminator: *Mary Graham*

Adapter

- *Lorraine Pregozen*
  Nightingale, Orcutt Union School District

Business Partner: Industrial Medical Group

Adaptation: Students studied skeletons and their symmetry using cow bones, X-rays, songs and art activities. (Grade K)

1990-91 Adapter Grants

Travel Teams

Disseminator: *Peggy Kahler*

Adapters

- *Joanne Thompson*
  Peabody, Santa Barbara School District

  Business Partner: Select Temporaries

  Adaptation: Students "time traveled" back to 1600s to recreate the colonial period in an integrated unit. (Grade 5)

- *Ron Yoshida*
  Cleveland, Santa Barbara School District

  Business Partner: J. C. Penney

  Adaptation: Students wrote travel guides and did video presentations about national parks. (Grade 5-6)

Wear It . . . Where's It?

Disseminator: *Linda Martin Bilyeu*

Adapter

- *Maureen Earls*
  McKinley, Santa Barbara School District

  Business Partner: McDonald's Restaurants

  Adaptation: Kindergarten students brought T-shirts that told something about their families before making their own personal shirts and writing stories about themselves to read at home.

What's New from the Zoo?

Disseminator: *Leslie Tarbet*

Adapter

- *Vicky Ohlrogge-Flynt*
  Los Padres, Lompoc Unified School District

  Business Partner: Central Coast Financial Planning

  Adaptation: Used birds of California as integrating theme. (Grades 3-4)

Where's the Poetry? It's in the Music

Disseminator: *Judith Dunn*

Adapter

- *Lissa Lee*
  Santa Barbara Junior High, Santa Barbara High School District

  Business Partner: Santa Barbara News-Press

  Adaptation: Used popular Spanish songs to help students build understanding of Spanish grammar.

Where's Waldo... Find Waldo Now!

Disseminator: *Julie Ann Davies*

Adapters

- *Pamela Duke*
  Fillmore, Lompoc Unified School District

  Business Partner: First Valley Bank

  Adaptation: Used simpler books to teach matching words and hidden objects in illustrations before having students illustrate their own scenes for other students to do matching. (Reading Specialist)

- *Patricia LoCicero*
  Fillmore, Lompoc Unified School District

  Business Partner: Lilley Insurance Company

  Adaptation: Used learning center with Waldo books and word/picture question cards for K-1 students.

- *Sheila Whitefield*
  Adam, Santa Maria-Bonita School District

  Business Partner: Santa Barbara Research Center

  Adaptation: Students developed detailed gameboards for end of each period of history studies and challenged other students to find hidden artist. (Grades 4-5)

Adapter Grant Dinner

February 5, 1991 • Santa Maria Airport Hilton

Photos by John Ferenz

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Emily Abello	El Rancho	1985-89	25
Robert Aguilar	Alvin	1990	14
Carolyn Airriess	Lompoc Valley Middle	1985-89	8
JoAnn Alberghini	Lakeview	1985-89 1991	34, 81 49
Lupe Alejandre-Morrisey	La Honda	1985-89	61
Kevin Amburgey	Nightingale	1991	22
Dorothy Amescua	Crestview	1991	38, 47
Richard Anderson	El Camino Junior High	1985-89	78
Corinne Araki-Kawaguchi	Alvin	1985-89 1990	64, 68 40
Carol Asta	Los Berros	1985-89	45
John Ayres	Vandenberg Middle	1985-89 1990	80, 82 33
Nora Ayres	La Canada	1990	42
Marilyn Bachman	Montecito	1985-89	76, 77
Taffy Balch	Montecito	1985-89	66
Susan Baldwin	Vandenberg Middle	1989	82
Carol Bantz	Tunnell	1985-89 1991	63, 70 14
Charlotte Barnard	Crestview	1985-89	50
Karen Baugher	Solvang	1985-89	49, 73
Joan Baumann	Los Berros	1990	40
Reane Becking	McKinley	1985-89	66
Florene Bednersh	SESS South	1985-89	49
Nancy Belmont	El Puente-Goleta (formerly)	1985-89	79
Duane Bemis	Lompoc Valley Middle	1990	33
Harriet Bender	Monte Vista	1990 1991	44 12
Les Benson	Franklin	1985-89	43
Steve Bergdahl	Monte Vista	1985-89	27
Janet Bertoldi	Nightingale	1991	43
Sharen Eaglen Bertrando	Santa Barbara City College	1985-89	48, 51
Toni Bianchi	Mary Buren	1985-89	59
James Billig	Santa Barbara High	1985-89 1990	76 19
Linda Martin Bilyeu	Monroe	1985-89 1990 1991	15, 60, 64 5 13
Larry Birdsell	Monte Vista	1985-89	51

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Esterlyn Birosel	Monroe	1985-89 1991	50 16
Oranne Bish	Mountain View	1991	23
Judy Blue	Lakeview Junior High	1985-89 1990	70 18
Rebecca Borjas	Fairlawn	1991	15
Cyndy Everest Bouch	Jonata (formerly)	1985-89	49
Peggy Boucher	Jonata (LOA)	1985-89	28
Tory Bowen	Kellogg	1985-89	62
Pat Boyer	Miguelito	1985-89	53
Catherine Pedron Boyle	Righetti High	1990	42
Mary Ellen Braun	Ellwood	1985-89	47, 53
Marilee Bringley	Ballard	1991	47
Sue Briody	Righetti High	1985-89 1991	79 47
Thomas Briody	Lakeview	1985-89 1990 1991	84 7 19
Christopher Brooks	Cabrillo High	1990	20
Mary Brooks	Crestview	1985-89	53
Laurell Brown	Arellanes	1985-89	84
Nancy Brown	Crestview	1985-89	51
Bruce Brownell	Vista del Mar	1985-89	79
Jerry Byford	Santa Maria High	1985-89	45, 50
Rosemary Cabe	Lompoc Valley Middle	1985-89	63
Daniel Callahan	Crestview	1985-89	68
Janna Campbell	Buena Vista	1990	40
Linda Campbell	Fesler Junior High (formerly)	1985-89	75
Carmen Candelaria	Bonita	1985-89	71
Bill Carlsen	Miguelito	1991	49
Ann Carlyle	Ellwood	1985-89	60, 74
Marty Cavenagh	Crestview	1985-89 1991	45 47
Kathryn Chalfant	Monte Vista	19875-89	56
Judith Chandler	Vandenberg Middle	1985-89	84
Wynn Clevenger	Lompoc Valley Middle	1985-89	82
Zulmara Cline	La Canada	1985-89 1990	55 43
Renie Coffelt	Los Padres	1991	50

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Julieanne Coffin	Mary Buren (formerly)	1991	44
Ellie Compton	Adams (formerly)	1990	40
Dr. Judy Compton	Montecito	1985-89	48
Yvonne Cooper	Miguelito	1985-89	50
Cindy Snyder Cornejo	Arellanes	1985-89	48
Dale Cornwell	Los Olivos	1985-89	53
Joan Cotich	San Marcos High	1991	48
Pat Cox	Cleveland	1985-89	32
Gary Crispin	Los Olivos	1985-89	57
Donna Crowder	Los Berros	1985-89	5
Marie Cunningham	La Honda	1985-89	66
Adriana Daily	Ballard	1985-89	58
Suzanne Dalton	Washington	1985-89	48, 49
Julie Davies	Los Berros	1985-89 1990 1991	31 36 28
Tim Davis	Oakley	1985-89	52
Cydney Dawson	Righetti High	1990	32
Gwen Whitaker Dawson	Mountain View	1985-89	53, 59
Rodger Dawson	Santa Barbara High	1985-89	68, 69
Geneva Dayton	Vieja Valley	1985-89	49, 71
Ann Delavan	Solvang	1991	20
Vivian Dew	La Honda	1985-89	61
Laura Dias	Pine Grove	1985-89	61
Ann Dille	Ruth	1985-89	85
Gloria Dinmore	El Camino Junior High	1990	42
Anna Dinter	La Honda	1985-89	7
Annie Drake	Buena Vista	1990	10
Pamela Duke	Fillmore	1985-89 1991	59 51
Judith Dunn	Santa Maria High	1985-89 1990	18, 60 15
Maureen Earls	McKinley	1991	51
Kay Eatmon	Hapgood	1990 1991	24 21
Richard Eatmon	Lompoc Valley Middle	1985-89	74, 75
Donna Ehret	Adam	1985-89	56
Louise Emmons	Crestview	1985-89	45, 50, 55

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Ben Esparza	Cabrillo High (retired)	1985-89	44
Louise Evans	La Cumbre Jr High (retired)	1985-89	66
Bill Evans	Monte Vista	1985-89	26
Susan Eveler	La Colina Junior High	1985-89	4
Sandy Eyler	May Grisham	1991	5
Leona Falk	Fillmore	1985-89	81
Janelle Farris	Oakley	1990 1991	40 35
Kathy Fayram	Jonata	1990	43
Tina Feeley	Mountain View	1990	23
Julene Fenenga	Solvang	1985-89 1990	24 34
Ronald Fenenga	Ballard	1985-89	6, 80
Viky Ferenz	Crestview (LOA)	1985-89 1990	51 40
Sharen Ferrer	Refugio High	1985-89	50
Louise Fisher	Aliso	1985-89	49
Kathryn FitzGerald	Oakley	1991	49
Eileen Francis	Rossevelt	1985-89	63
Florence Franta	May Grisham	1985-89	61
Susan Frederick	Patterson Road	1985-89	72
Dawn Fredrickson	SESS-North (formerly)	1985-89	67
Janet Friedlos	Ballard (formerly)	1985-89	59
Barbara Frombola	Cold Spring	1990	41
Ellen Fuller	Art Specialist-Lompoc	1985-89	85
Susan Galluzzo	Oakley	1990	40
James Galvez	Tunnell	1985-89	59
Joann Ganoe	Fairlawn	1985-89	43
Viola Garcia	Franklin	1985-89	61
Delia Garnett	Adam	1985-89	61
Kim Garver	Monte Vista	1985-89	51
Carol Georgi	Delta High	1985-89 1990	54, 81 16
Dr. David Georgi	Santa Maria High (formerly)	1985-89	82, 83
Kathy Gersdorf	Righetti High	1985-89	44
Mary Adams Gibson	Hollister	1985-89 1990	51, 52 22
David Gold	El Camino Junior High	1990	42

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Paula Gonzalez	Fairlawn	1985-89	71, 78
Mary Graham	Miguelito	1985-89	54, 78
Harvey Green	Santa Ynez High	1985-89 1991	33, 70, 84 18
Stephanie Greenley	Crestview	1990	43
Susan Grove	La Canada	1991	2
Ken Gruendyke	Refugio High	1985-89	50
Ingrid Gutshall	May Grisham	1991	5
Lorna Gutshall	Fesler Junior High (LOA)	1985-89	58
Joan Hahn	Crestview	1985-89	60, 65
Suzanne Hajnik	May Grisham	1991	39
Carol Hansen	Franklin	1985-89	43, 62, 70
Joanna Harris	El Camino Junior High	1985-89 1991	58, 78 49
Dr. Will Hayes	Vieja Valley (retired)	1985-89	46, 62, 74, 81
Linda Hearn	Pine Grove	1985-89	81
Janet Hedelius	Delta High	1991	48
Andy Heidemann	Solvang	1985-89	65
Linda Heller	Righetti High	1991	48
Barbara Hewitt	Buena Vista	1991	27
Susan Hillway	Montecito	1985-89 1990	48 2
Susan Hoag	Kellogg	1985-89	47, 72, 83
Lottie Hodgeman	Santa Ynez	1985-89	78
Sandra Holland	Lompoc Valley Middle	1985-89	63
Linda Hollis	College	1985-89	45
Roberta Hough	Grisham	1990 1991	12 3
Brad Hufschmid	La Cumbre Junior High	1985-89	78
David Huneycutt	Los Berros	1985-89	12, 46, 60
Craig Huseth	Delta High	1985-89	79
Kathryn Hyman	Fillmore	1990	44
Lynn Irwin	Vieja Valley	1985-89	47
Joseph Iverson	Cabrillo High	1985-89	48
Katherine Iverson	Vandenberg Middle	1985-89	48
Carol Jensen	College	1985-89	55
Carol Ann Johnson	Maple High (retired)	1985-89	82
Marsha Johnson	El Rancho	1985-89	54, 56

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NAME	SCHOOL	CATALOG(S)	PAGE(S)
Peggy Kahler	Main	1985-89 1990	55 26
Sylvia Kautz	Vista del Mar (formerly)	1985-89	53
Maura Kennedy	Hollister	1985-89 1990	52 22
Joyce Kent	San Marcos High	1985-89 1991	17, 65, 69 7
Virginia Kern	Crestview (retired)	1985-89 1990	61 4
David Kiefer	Hollister	1985-89	38, 52
Beveraly King	Santa Barbara High	1985-89	63
Lorayne King	Buena Vista	1985-89	55
Mary-Pat King	Vandenberg Middle	1985-89	37, 56
Susan Kipp	Franklin	1985-89	47
Polly Kirsch	Cabrillo High	1991	33
Lu Knowles	Los Berros	1985-89	51
Mark Koenig	Buena Vista (formerly)	1990	44
Carolyn Krantz	Olga Reed	1985-89	81
Bill Krutzen	Peabody	1990	41
Art Kusalas	La Honda	1985-89	60
Barbara Landon	Santa Ynez High	1985-89	43
Laurie Lane	Crestview	1985-89	53, 58, 73, 74
Cynthia Lange	Lompoc Valley Middle	1990	41
Wayne Larson	Vieja Valley	1985-89	59
Lissa Lee	Santa Barbara Junior High	1991	51
Diane Lemons	Kellogg	1985-89	71
Janet Lepeak	Los Berros	1985-89	65
Rita Levin	Mountain View (formerly)	1985-89	46
Andree Licoscos	Santa Maria High	1985-89	68
Karen Lindquist	College	1985-89 1990	55 37
Patricia LoCicero	Fillmore	1991	51
Ellie Logan	Hollister	1985-89	56
Carolyn Looney	Cabrillo High	1985-89 1991	40 49
Dianna Ludden	Fillmore	1990 1991	41 4
Sheila Lunsford	Hollister	1985-89	76

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NAME	SCHOOL	CATALOG(S)	PAGE(S)
Rhonda Luter	Buena Vista	1985-89 1991	9, 53 50
Donna Luther	May Grisham	1990	42
Martha Lyons-Holden	SESS-North	1985-89	45
Lisa Maglione-Fulco	Peabody	1991	47
Ronnie Mathias McCarthy	Righetti High	1985-89	63
Cyndy McDermott	Oakley (formerly)	1985-89	55
Terrie McLaughlin	Lompoc Valley Middle	1985-89	47
Pam McLendon	Montecito	1985-89	85
Laurie McDonald McMahon	Montecito	1985-89	66
John J. McNutt	Lompoc High	1985-89	73
Diane Mease	Aliso	1985-89	70, 80
Betty Migliore	Ontiveros	1985-89	54
Michael Miles	Righetti High	1985-89	67
Judith Miller	Peabody	1985-89 1991	60 24, 48
Linda K. Mills	Los Padres	1991	44
Thomas W. Mills	Hapgood	1985-89	57
Catherine Morgan	Dunlap	1985-89	61
Michelle Warrick Morlan	Crestview	1990	40
Phyllis Morrison	Ellwood	1985-89	47
Greta Morss	Solvang	1985-89	47, 58, 59
Antoinette Murphy	Alvin	1985-89	67
Phyllis Newton	Los Berros	1985-89 1990	53, 66 44
Carol Norrander	Lompoc Valley Middle	1990	31
Vicky Ohlrogge-Flynt	Los Padres	1991	51
Margaret Ontiveros	Ontiveros	1985-89	64
Joel Orr	Cold Spring	1985-89	46, 51
John Padfield	Solvang	1985-89 1990	77 40
Julie Padfield	Miguelito	1985-89	56
Carole Palmer	Ellwood	1985-89	10, 56
Eunice Paloutzian	Monroe	1991	37
Marion Patterson	La Canada	1990	43
Mary Pedersen	Ballard	1985-89	53
Gail Pereira	Olga Reed	1985-89	47
Patricia Peterson	Cabrillo High	1985-89	51

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Anne Phreaner	Adams	1990	40
Jack Phreaner	San Marcos High	1990	13
Judith Piper	Cold Spring	1985-89	75
Quinn Plante	Righetti High	1985-89	45
Debbie Plouffe	Buena Vista	1990	43
Michael Polino	Lompoc High (retired)	1991	46
Connie Ponce	Miller	1985-89	59
Tony Ponce	El Camino Junior High	1985-89	74
Karen Porter	Alvin	1985-89 1990 1991	47, 51, 64 11 6
Beatrice Powers	Bruce	1985-89	64, 72
Lorraine Pregozen	Nightingale	1985-89 1991	55, 74 50
Timothy Quiroz	Cleveland	1990	41
Bob Raleigh	Solvang	1985-89	80
Helen Rehm	SESS-South	1985-89	51
Toni Roberts	Santa Ynez	1991	17
Susan Rodriguez	Los Berros	1985-89	67
Helen Rose	Battles	1991	50
Molly Rosecrance	Montecito	1985-89	46
Neal Rosenberg	SESS-North	1985-89	73
James Rossi	Lompoc High	1991	49
Nelson Sagisi	Fesler Junior High	1985-89	77
Ruben Salazar	Santa Maria High	1985-89	44
Mary Sarar	Los Padres	1985-89	16, 73
Toni Schinnerer	La Patera	1991	50
Lorna Ryan Schmidt	Los Padres	1985-89	68
Karen Schockmel	Crestview	1985-89	61
Susan Schroeder	Buena Vista	1985-89	9, 58, 71, 74
Ellen Schwartz	Miguelito	1985-89	46, 47, 79
James Scoolis	Foothill	1990	41
Aline Shapiro	Peabody	1991	48
Joel Sheldon	McKenzie Junior High	1985-89	39
Steve Shelton	El Puente-Goleta	1991	49
Peter Shennum	Cold Spring	1985-89	77, 83
Janet Shiers	La Canada	1990	3

Cumulative Teacher Index

NAME	SCHOOL	CATALOG(S)	PAGE(S)
Carolyn Miles Shupe	Mountain View	1985-89	49
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Jeanie Sickafoose	Cold Spring	1985-89	62
Louise Simonson	La Canada (retired)	1985-89	58
Julie Smillie	May Grisham	1991	40
Gary Smith	Lompoc Valley Middle	1985-89	23, 70, 75
		1991	26
Sharon Snobeck	Oakley	1985-89	73
Alan Soenke	ROP	1985-89	79
Elizabeth Staight	Los Berros	1990	43
Marvin Stilliens	May Grisham	1985-89	3
		1991	45
Nancy Straight	Cabrillo High	1985-89	79
Marjorie Sullivan	Vieja Valley	1985-89	68
Jerry Swanitz	Santa Ynez High	1985-89	68
		1990	44
		1991	18
Jane Swanson	Miller (formerly)	1985-89	46, 59
Lydia Swanson	Santa Barbara High	1985-89	43
Dr. Leslie Tarbet	Miller	1985-89	84
		1990	6
Marilyn Tate	Los Berros	1985-89	58, 60
		1991	49
Joanne Thompson	Peabody	1985-89	71, 81
		1991	51
Jan Traphagen	Peabody	1985-89	82
Lee Tunila	Nightingale	1991	49
Jim Twomey	Villa Esperanza	1985-89	52
Stan Tysell	Vieja Valley	1985-89	56, 76
Debra Ugalde	Adam	1985-89	77
		1991	48
Maureen Vickery	Cuyama Valley High	1985-89	62
		1991	10
Carlota Villalobos	Adam	1985-89	64
Reyes Villalpando	Franklin	1985-89	43
Sue Waite	Fillmore	1990	44
Donna Wall	Cuyama	1985-89	61
Sandra Warren	La Cumbre Junior High	1985-89	72
Ann Webb	Mary Buren	1991	50
Mary Ann Weyandt	Cabrill oHigh	1985-89	50

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NAME	SCHOOL	CATALOG(S)	PAGE(S)
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Karen Wickham	Casmalia	1985-89	59, 65
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Stan Williams	Righetti High	1985-89	19
Joel Williamson	Jonata	1985-89 1991	46, 54, 71 8
Barbara Wilson	Los Padres	1985-89	51
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Linda Wyatt	Santa Maria High (formerly)	1985-89	47
Ron Yoshida	Cleveland	1985-89 1991	32, 83 51
Tony Zaharias	Dos Pueblos High	1985-89	72
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Richard Ziegler	Battles	1985-89	59
Jean Zimmerman	College	1990	40

Cumulative Subject Index

(I) = Integrated and/or Thematic Learning Curriculum Idea

Bilingual / ESL / Foreign Language

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The Spanish-English Exchange	1985	51
Tebeos (I)	1989	40
Toward Complete Expression	1986	27

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NAME	CATALOG	PAGE
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Alphabet Train	1991	2
Are You a Reader Like Me? (I)	1991	3
Bears Go to School (I)	1985	10
Beginning Readers Get into Books	1986	2
Bernard, the Traveling Bear (I)	1989	3
Best Newspaper	1985	11
Book Sale	1986	3
Bookbones and Bookbellies	1985	12
Books by Kids	1985	13
Branch Out (I)	1989	5
Classroom Interest Bibliography	1988	6
Conversational Pop-ups	1987	6
Depictionary (I)	1991	4
Exploring Mathematics through Literature (I)	1990	2
Fifty Book T-shirts	1986	4
Fingerspelling for Spelling Success	1987	7
Fun in Finding Facts	1985	24
Getting to Know You	1985	14
How Is Your Job Like a Blacksmith's? (I)	1990	36
How to Use the Telephone Directory	1985	25
I Can Read	1985	15
I Can Read. I Can! I Can!	1987	8
Mailbox	1988	7
Modified Resume: From Fiction to Non-fiction	1990	14
More Homework, Please! (I)	1991	5
Multi-sensory Approach to Composition for the Young Child (I)	1985	18
My Flipped Out Family	1990	10
Mystery Guest	1986	5
Parents Reading Club	1989	16
Passing Notes	1990	11
Personalized Story Charts	1985	19
Pick A Poem	1985	20
Picture My Story	1991	6
Pixie Puppet Bookmarks	1985	21
Racing to Read (I)	1990	12
Read It, Graph It (I)	1988	8
Reading Comprehension Stations	1986	6
Research Reports (I)	1986	7
The Run-away Cookies (I)	1990	3

Cumulative Subject Index

NAME	CATALOG	PAGE
(I) = Integrated and/or Thematic Learning Curriculum Idea		
Silent Reading Tableaus	1987	10
Start Up Program for Early Readers	1985	22
Video Books (I)	1991	8
Word Wheel	1987	11
Write Right (I)	1991	9
Secondary School (6-12)		
Autobiographies	1986	9
Character Letters	1988	9
Class Recorders	1989	17
Communication Workshop	1985	23
Drug Use and Abuse (I)	1986	10
Favorite Passage Cards (I)	1989	18
Getting to Know You	1990	13
An Important Piece of Paper	1986	11
Picturing Literature (I)	1988	10
Speakers Bureau for Disabled Students	1986	12
Storyboarding (I)	1989	19
Stump the Teacher	1986	13
Understanding Ourselves and Others	1991	7
Video Grammar	1985	26
Visual Vocabulary	1988	12
Vocabulary Development through Awareness of Greek Roots	1985	27
Where's the Poetry? It's in the Music! (I)	1990	15
Writing for Real Audiences	1986	14
Writing to Video	1990	16
A Year to Remember (I)	1991	10
You, Thoreau and Nature	1985	28
Health / Physical Education		
Fifteen Minute Health Lessons	1985	55
Fitness Fun	1986	28
Food Web (I)	1989	25
Kidercize	1986	29
Movement with a "Snap, Crackle and Pop!"	1985	56
New Rules	1986	30
Noon Sports	1988	38
Price that Waste (I)	1989	27
Your Food Becomes You (I)	1989	28
History / Social Science		
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. . . And Liberty for All (I)	1991	12
Books: Your Passport to the World (I)	1991	13
Catch the Global Spirit (I)	1989	6
Chart Your Information	1986	20
Columbus Never Imagined These Globes! (I)	1988	32
Dare to Dream (I)	1991	14
Dynamic Duos Discover the World (I)	1991	15
Great Americans — A Study of Old Fashioned Values (I)	1985	44

Cumulative Subject Index

NAME	CATALOG	PAGE
(I) = Integrated and/or Thematic Learning Curriculum Idea		
Herstory (I)	1991	16
Historical Figures Come to Life	1991	17
Hiways and Byways	1986	21
It IS .. A Small World after All (I)	1989	7
Learning the United States in Alphabetical Order	1985	45
Mini-city (I)	1988	2
Our National Parks	1991	20
Peace at School . . . And in the World . . . Begins with Me	1991	21
Running the Oregon Trail (I)	1988	39
Seven Wonders of the Ancient World (I)	1989	10
State Brochures	1991	22
"The Story of California" Student Booklet	1985	46
Tax-a-thon	1991	23
Travel Teams (I)	1990	26
Trek America (I)	1991	24
Wear It .. Where's It? (I)	1990	5
What Will You See in 2023 (I)	1989	12
Where's Waldo? Find Waldo Now	1989	31
Who or What Is?	1989	32
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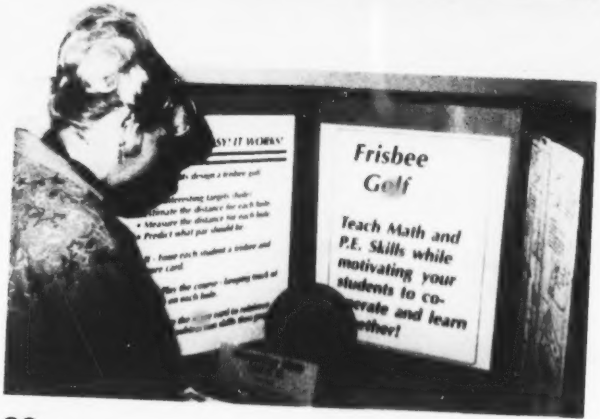
Archeological Dig (I)	1990	31
Chapter Adapter	1990	32
Chicago: From the Jazz Age through the Depression	1989	33
The Constitution Game	1986	22
Contemplative Mapping	1988	33
Cookies around the World (I)	1986	23
Inquiry Reading and Research	1986	24
Learning about Local Government	1987	32
Mapmatics	1989	34
Masks (I)	1989	8
Microcorp (I)	1991	18
Ordinary People: A Story Well Told (I)	1991	19
Practice in Research Methodology on American Labor History	1985	47
Student Store	1985	52
Video News Team	1988	34
We the People	1990	33
The Write Picture (I)	1988	35
Mathematics / Computers		
Elementary School (K-6)		
Cooperative Word Problem Solving	1985	30
Family Math	1985	31
Fun with Computer and Friends	1985	57
Hand Computers	1986	16
Integrating Logical Thinking and Problem Solving Skills (I)	1985	16
Introducing LOGO	1985	41
Little Store and Bank (I)	1985	32
Math Fans	1987	22
Money Chart	1988	15

Curriculum Fair

October 17, 1990 • Mission Santa Ines

Class Recorder
Joyce Kent
Institute on the Future of Teaching



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- Lilley Insurance Company
- Lockheed Space Operations Company
- Los Padres Savings Bank
- Mid-State Bank
- Mollekroen Restaurant
- Pacific Gas & Electric Company
- Rancho Los Potreros, Elizabeth Chamberlin
- Raytheon
- Santa Barbara News-Press
- Santa Ynez Valley Board of Realtors
- Select Temporaries, Inc.
- Skyway Engineering, Inc.
- Solvang Mill and Lumber Company
- Sovereign Life Insurance/Chubb Life America
- Union Oil Company of California
- Valley Chiropractic Association

CONTRIBUTORS

- The Bank of Montecito
- Bank of Santa Maria
- Trent Benedetti, Complete Business Services
- The County Lumber Company
- ITT Federal Services Corporation
- Goleta Valley Community Hospital
- Grant, Pedersen, Phillips Architects
- Hacienda National Bank
- Paul Halme, Inc.
- Will Hayes Foundation
- IBM
- Medical Advisory Services, Inc.
- Valley Community Hospital

FRIENDS

- Bennett's Educational Materials
- Dillar a Dollar
- Dennis Mann, D.D.S.
- Gene O. Petersen, C.P.A.
- Santa Maria Tire, Inc.
- Mr. and Mrs. Joe Sesto, Jr., Sesto Enterprises
- Southern California Edison Company

IN-KIND SERVICES

- Aaron Brothers Art Marts
- Day and Night Graphics, Inc.
- John Ferenz, Photography
- Ives Studio
- Olsen's Danish Village Bakery
- Santa Maria Hilton

TWENTY-THREE LOCAL SCHOOL DISTRICTS

SANTA BARBARA
County Education Office
William J. Cirone, Superintendent